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ABSTRACT

Supervision based on self-initiation and self-analysis (SSISA) is realistic and has great possibilities. This manuscript presents a thought process fostering the user's reliance on observed data solicited from another person when making decisions. In this context, supervision helps a supervisee attain professional status most efficiently, using a preparatory route based on individual readiness. The supervisor becomes a resource person who delivers observations and assists with analysis at the supervisee's request. Since the results of all formal interactions are recorded in formative reports, this cumulative information provides the basis for the summative report. At first glance, SSISA may seem to give the supervisee too much responsibility. However, sound professional preparation occurs within a process aimed toward continuous growth. The supervisee acquires the means for continued self-initiation and analysis leading from one accomplishment or insight to the next. In some cases, the information received will lead to withdrawal from an educational program or to refusal of certification. To succeed, the supervisor must develop an appropriate relationship with the supervisee, help the supervisee develop self-initiation and -analysis abilities, and learn a set of evaluation procedures. Two appendices provide student survey data and a recommendation for the Redekopp program. (24 references) (MLH)

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EA 022 443

SUPERVISION

based on

SELF-INITIATION

and

SELF-ANALYSIS

J. P. REDEKOPP

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FORWARD

Professor Redekopp's manual should be read by teachers who supervise practice teachers, by practice teachers, and by inservice teachers who want to enhance their own teaching effectiveness and satisfaction through self-analysis. His emphasis on self-initiation and self-analysis is refreshing. Much of teacher supervision is still viewed by supervisees as inspection, hence it is primarily threatening rather than helpful.

Some of the discomfort is caused by the double role most supervisors must play as helpers and evaluators. Another cause is the tendency for supervisors to see themselves as pathologists, looking for what is wrong. Having one's teaching analyzed as pathological is not encouraging.

The positive regard for beginning teachers reflected in this book deserves attention. The research that has accompanied the development of these materials substantiates their usefulness. Most teachers report that their job satisfaction comes from intrinsic rewards -- seeing students learning. There is also satisfaction and growth in self-initiation and self-analysis aided by an understanding supervisor.

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Principal Ernie Shume and his entire staff of Shamrock School for so graciously accommodating me as faculty supervisor, and for welcoming numerous experts from other institutions who came to the school as observers.

INTRODUCTION

When contemplating the educational well-being of children, I invariably focus on the opportunities that are, or should be, theirs. I want to be assured that the primary concern of the educational system is the welfare of each individual student. A close secondary concern is the welfare of the people who have assumed responsibility for the students. The term "student" in this context is inclusive of any human being regardless of age, gender, race or ability.

It stands to reason that any system in which concern for self and others, based on respect and personal responsibility, will generate positive energy. Conversely, when a system produces suspicious mindsets, much energy will be wasted on self-protection and criticism of others. I believe that energy used negatively is non-regenerative and is therefore a total loss.

Development, rather than design, may be responsible for generating systems that are protective in nature. When people responsible for students become preoccupied with protecting their own rights, it follows that students, or their guardians, must be seen as an opposing force.

My lifelong search for a proactive stance for educators, and equally for students, has led to a focus on the strength inherent in personal responsibility; a responsibility for decisions and actions in a way that permits another person the same right. I have reason to believe in the strength of such a position since most of the hundreds of classroom teachers I have observed have lived by this premise, much to the advantage of themselves and their students. For this reason, the term "professional" applies to most teachers.

The possibility exists, however, that a few teachers and professors retain their positions through the strength of their professional organization rather than the quality of their work. When this occurs, the rights of the students are violated, as is the concept of personal responsibility.

This manuscript presents a thought process that relies on observed data when making decisions. By promoting the concept of self-initiation and self-analysis, it seeks to foster the user's reliance on observed data solicited from another person before arriving at a decision. It expressly works against the concept of making a decision to please someone else. Finally, the manu-

script will not fulfil its purpose unless the reader will strive to be a model of the concept.

The research materials given in the appendix may help the reader understand my strong conviction that the process of supervision based on self-initiation and self-analysis is realistic, has positive possibilities and is worthy of consideration as a supervisory philosophy. The research will also show that not all participants are comfortable with the concept. This is to be expected and accepted. However, concern needs to centre around the small percentage of "educators" who use students for their own advantage.

My experience is that almost all cooperating teachers and faculty supervisors put more time and energy into their tasks than is expected of them. However, many disparities exist in the quality of the efforts of this large group of committed professionals because of unclear expectations, role definitions and the varying degrees of supervisory skills.

It is the concern about the disparities, and the potential unfairness to the people being supervised, that caused me to read the works of researchers, foremost of whom were Keith A. Acheson, Morris L. Cogan and Robert Goldhammer. It was also my good fortune to work with experts such as Cliff Wood, Robert Hedley, Odarka Trosky and Paul Tucker. I followed closely the impressive work being done in Kingston, Lethbridge, Regina, Saskatoon and Utah. Of great value was the supportive stance of Dean Eric MacPherson, followed by Dean John Stapleton, while experimenting with the concept.

Two issues continued to trouble me. First, while the efforts of all the above were admirable, successful and deserving of respect, the fact remained that Manitoba could not afford to implement such programs. Second, it seemed to me that a student teacher graduating in the fourth year of a Bachelor of Education program should be granted more opportunity for self-initiation and self-analysis. These concerns finally caused me to resign as Director of Student Teaching so as to be able to do my own research from a somewhat different perspective. Out of this was born a process of supervision based on SELF-INITIATION and SELF-ANALYSIS.

SUPERVISION
BASED ON SELF-INITIATION AND SELF-ANALYSIS

A-BAND: THE ROLE OF THE SUPERVISOR

A1 THE NATURE OF SUPERVISION

A1.1 THE COMPONENTS OF SUPERVISION

Supervision in this context is the process used to help a supervisee attain professional status in the most efficient way. It precludes that the most efficient way is a preparatory route based on the state of readiness of the individual. It assumes that readiness as determined by the supervisee is based on what is and not on what someone else determines that it ought to be. Therefore, the process of supervision will begin with the state of readiness as perceived by the supervisee and proceed on the initiative of that person. It is for this reason that the process is called supervision based on SELF-INITIATION and SELF-ANALYSIS (SSISA).

The traditional role of a supervisor is changed to that of a resource person who delivers observations and assists with analysis on request from the supervisee. Since the results of all formal interactions are recorded in formative reports, this cumulative information provides the basis for the summative report.

On first glance it may appear that SSISA places too much responsibility on the supervisee. However, the position taken is that the preparation of a professional must take place within a process aiming towards continuous growth.

The following discussion focuses on the supervisee who prepares to become a teacher, but it leaves open the possibility of adapting the process in the preparation of individuals for other professions.

Summaries of empirical and qualitative data in support of SSISA can be found in Appendix A.

A1.2 THE OUTCOMES OF SSISA

The primary outcome of SSISA is a supervisee who has acquired a process of thinking and acting that will remain

developmental. The supervisee will be in a position to continue a process of self-initiation and self-analysis that moves from one accomplishment or insight to the next; realizing that lack of personal and professional growth really means the loss of growth.

Another SIS outcome is to provide information to an individual leading to withdrawal from an educational program or, in some cases, to recommend refusal of certification.

A1.3 SUPERVISORY PROCESSES

Achieving the goals described in the previous section requires that the supervisor engage in four general processes. First, a relationship must be developed with the supervisee that forms the context of the supervision process. Second, the supervisor helps the supervisee to develop the ability for self-initiation. Third, the supervisee is also assisted in developing the ability to self-analyze. Finally, there are a set of evaluation procedures used in the final assessment of the supervisee's competence.

A1.4 SUPERVISORY TOOLS

The above processes require specific tools and techniques in order to function effectively. Obviously, an important tool of the supervisor is a sound understanding of the supervisee's curriculum area. A much less obvious tool is the ability of the supervisor to adopt a non-judgmental stance with the supervisee. The utilization of a non-judgmental stance disassociates lack of professional success from the individual's inherent value as a human being. Also, the ability to produce written reports must be in the repertoire of the supervisor.

The supervisory outcomes, processes and tools described above are given as an "advance organizer" for the contents of this book. In the remainder of the **"A-BAND,"** these components are examined in more detail.

A2 THE OUTCOMES OF SUPERVISION

A2.1 SUPERVISORY GOALS

The process of educating others does not involve following a set of systematic steps that guarantee a learning outcome. On the contrary, education involves the constant choice, analysis and revision of methods. This state of flux is further compounded by the idiosyncratic needs of students for whom some methods are effective and some are not. The dynamic nature of educational practice demands that educators be capable of constant development. It is insufficient for teachers to only possess a set of educational practices and principles. Although teachers require a solid foundation in educational theory and procedures, it is equally important that educators develop the abilities to self-initiate change, self-analyze their performance and develop relationships with others. Consequently, supervisors need to attend to the development of these abilities within their supervisees. Self-initiation, self-analysis and relationship skills are important for another reason: These are the skills that educators hope to help their students acquire. These skills can best be fostered in children by a teacher who displays them.

Supervisors must also be in a position to identify supervisees with potential and those whose potential is questionable. Although the ideal scenario is to have supervisees evaluate their own abilities and potential, it is a fact of life that the supervisor's opinion of the supervisee is often requested. Supervisees who cannot accurately self-analyze require an external measure of evaluation.

The goal of this book, then, is to help supervisors facilitate the development of relationship skills, self-initiation and skills of self-analysis within their supervisees. Each of these three outcomes is described in more detail below.

A2.2 THE SUPERVISEE AND RELATIONSHIPS

The importance of human relationships within education is enormous. Regardless of the specific outcomes that educators aim to achieve, all teachers begin the education process by forming relationships with students, other

teachers and administrators. The manner in which these relationships are established sets the stage for the educational process. A teacher without adequate relationship skills will not function successfully in a classroom. Consequently, supervisors must concern themselves with assisting novice teachers to develop and maintain relationships that foster personal and professional growth.

A2.3 SUPERVISEE SELF-INITIATION AND SELF-ANALYSIS

The model of supervision described in this book acquired its name, "supervision based on self-initiation and self-analysis," because of its emphasis on the supervisee's need to self-initiate action and self-analyze performance. The rationale for emphasizing these characteristics is simple: Teachers must make decisions and take responsibility for the results of these decisions. Further, teachers must be able to analyze their own performance. Teachers who wait to be told what to do and to be told how well they did the task will quickly become overly dependent on other people's perceptions. Thus, the central goal of SSISA is a supervisee who is capable of self-initiation and self-analysis.

A2.4 IDENTIFICATION OF SUPERVISEE POTENTIAL

Virtually any supervision process has the identification of supervisee potential as a goal. SSISA is no different in this regard: the supervisor using the SSISA process will be in a position to provide an assessment of potential at any given time. However, its method for identifying potential may be different than other supervisory processes because SSISA relies heavily on the input of the supervisee.

A3 THE PROCESSES OF SSISA

A3.1 SUPERVISION PROCESSES

The success of implementing SSISA is dependent on the four processes mentioned earlier:

(a) establishing a relationship with the supervisee,
(b) developing the supervisee's ability to self-initiate,
(c) developing the supervisee's ability to self-analyze, and
(c) evaluating the supervisee.

These processes are summarized in the following paragraphs.

A3.2 ESTABLISHING A RELATIONSHIP WITH THE SUPERVISEE

The success of SSISA is dependent on the willingness of all concerned persons to enter into a cooperative working relationship. Even though self-initiation is fundamental to the success of SSISA, it stands to reason that the supervisor will initiate relationship-building with the supervisee. This can best be done by acquainting the supervisee well ahead of time with the process of supervision. Establishing a positive relationship with the supervisee will enhance the supervisee's feelings of security and thus enable the supervisee to freely self-initiate action.

A3.3 DEVELOPING THE SUPERVISEE'S ABILITY TO SELF-INITIATE

A central process within SSISA is helping the supervisee develop the desire and ability to self-initiate action. The distinctiveness of SSISA lies within its emphasis on the supervisee's responsibility for choices and behaviours.

A3.4 DEVELOPING THE SUPERVISEE'S ABILITY TO SELF-ANALYZE

Supervisees are often accustomed to having others evaluate their performance. In SSISA, supervisees are assisted in learning to self-analyze. Self-analysis in combination with self-initiation forms the core of the professional's distinctiveness.

A3.4 EVALUATING THE SUPERVISEE'S POTENTIAL

The final process in SSISA involves evaluating the supervisee's performance. Since self-analysis is continuous throughout a practicum experience, evaluation flows naturally out of this developmental process. Consequently, the supervisee does not face any surprises in the evaluation process.

A4 THE TOOLS OF SUPERVISION

A4.1 SUPERVISORY TOOLS

To effectively engage in the processes described in the previous section, the supervisor must possess certain personal "tools" or skills:

(a) knowledge of the curriculum area involved in supervision,
(b) the ability to adopt a non-judgmental stance, and
(c) the ability to develop written reports.

These "tools" of supervision are summarized below.

A4.2 KNOWLEDGE OF THE CURRICULUM AREA

Whereas it is unrealistic to expect every supervisor to be an expert in every subject area, it is reasonable to expect the supervisor to have sufficient knowledge to make any classroom observations worthwhile. And, it almost goes without saying that the supervisor must be capable of operating a successful classroom.

A4.3 ADOPTING A NON-JUDGMENTAL STANCE

The processes used in SSISA rest on the ability of the supervisor to adopt a non-judgmental stance with supervisees. The SSISA process radically opposes a view of the supervisor as one who stands in judgment. The outcome of supervision is not a supervisee who pleases a supervisor; rather, it is a supervisee who is capable of self-initiating and self-analyzing. A person feeling judged invariably pays attention to the wishes of someone else, whereas the person feeling understood has greater freedom to concentrate on the task at hand. Thus, a non-judgmental stance towards the supervisee goes a long way toward helping the supervisee become a better teacher.

A4.4 DEVELOPING WRITTEN REPORTS

The supervisee's ability to self-initiate and self-analyze is partially dependent on observations of performance. Consequently, the supervisor is required to write reports on observations of the supervisee. These reports take two general forms: formative and summative. A formative report is written on request from a supervisee and concentrates on

observed data gathered while watching the supervisee teach. A summative report is drafted by the supervisor at the end of a practicum experience and is based on the information contained in the formative reports. The summative report is subject to change via discussion with the supervisee and other supervisors.

A5 THE PERSONAL CHARACTERISTICS OF THE SSISA SUPERVISOR

A5.1 SUPERVISOR CHARACTERISTICS

Supervision within the SSISA model is a unique role that will be very satisfying for some and not for others. In this section, the personal characteristics of the SSISA supervisor are reviewed.

A5.2 SUPERVISOR VALUES AND BELIEFS

It may be evident by now that SSISA is based on a set of strong values and beliefs. Individuals who have difficulty adopting these values and beliefs may find SSISA to be an unsatisfying process. The SSISA supervisor values relationships, personal responsibility and personal worth. Further, the SSISA supervisor believes that individuals are capable of being proactive directors of their own development, given appropriate guidance. Individuals who believe that people need to be controlled and directed by authorities will have difficulty with SSISA.

A5.3 SUPERVISOR INTERESTS

The SSISA supervisor possesses a specific set of personal interests. The supervisor is interested in working with people, whether they be student teachers, children, teachers or administrators. Specifically, the SSISA supervisor's interest is in establishing relationships that promote self-directed growth.

A5.4 BARRIERS THAT PREVENT SATISFACTION

Regardless of how suited an individual is to the SSISA process, certain external barriers arise that prevent supervision from being satisfying and interesting. Perhaps the most significant barrier is the resistance of others to the idea of relinquishing control from the supervisor to the supervisee. This resistance can come from supervisees, cooperating teachers, school administrators or university faculty. People who have been trained to obey unquestioningly will find taking responsibility an anxiety-producing process. Conversely, individuals who feel the need to control others (regardless of the intentions behind this control) will find it threatening to give away their control.

Fortunately, the barrier of resistance is surmountable. In the next section, a way to overcome this barrier is summarized.

A5.5 SURMOUNTING BARRIERS TO SALIENCE

The resistance to change can be overcome through modelling. Quite simply, modelling the SSISA process is the most effective method to help people understand the benefits of the supervisee taking responsibility for self. Compelling arguments on the theoretical advantages of SSISA are useful change agents, but people will not likely be convinced until they see the process at work. In the last section of this book, modelling is described in greater detail.

B-BAND: CORE THEORY

B1 SUPERVISORY PHILOSOPHY

B1.1 THE ELEMENTS OF SSISA PHILOSOPHY AND THEIR RELATIONSHIPS

The elements of the supervisory philosophy are self-initiation and self-analysis. One without the other would seriously weaken the process. As well, the process cannot be expected to work to potential unless it is practiced in a non-judgmental environment in which feedback about the supervisee's performance is based on observed data.

B1.2 INTERPERSONAL RELATIONSHIPS AND THE ROLE OF NON-JUDGMENT

The ideal supervisory process relies on interpersonal relationship skills that promote a willingness to make decisions for self and accept responsibility for the results of the decisions. For this to happen, a relationship between all parties involved must be based on a non-judgmental mind-set.

The non-judgmental mind-set seeks to understand in order to offer feedback in the most efficient way possible. When this happens, the supervisee is free to make decisions based on observed data. These decisions are personal property and responsibility. Therefore, a supervisee can make decisions based on outcomes whenever necessary without having to wait for someone else to make the decisions.

Indecision results when a dependency relationship is fostered. Individuals who are dependent on others lose their resolve; the courage to make decisions gradually decreases and the inner turmoil progressively increases. If we take the position that it is desirable for children to mature into self-sufficiency, then it seems wise to expose them to teachers who will provide the role model. To that end, it is recommended that the aspiring teacher, the supervisee, be allowed to practice in an environment in which it is safe to make decisions. The supervisee will then develop into a role model for self-sufficiency.

The supervisor must accept the responsibility for establishing the climate in which the supervisee can take responsibility for self. It will be difficult for the supervisor to create such an environment unless the supervisor is authentic. According to psychologist Carl

Rogers:

> The more the therapist [supervisor] is himself in the relationship, putting up no professional front or personal facade, the greater is the likelihood that the client [supervisee] will change and grow in a constructive manner.....It is the feelings and attitudes that are helpful when expressed, not opinions or judgments about the other.... An attitude of importance in creating a climate for change is acceptance, or caring or prizing--unconditional positive regard.... the relationship must be based on empathic understanding. (1977, p. 9)

B1.3 SELF-INITIATION

Self-initiation is seen as a crucial factor in the development of a person who takes responsibility for decisions, actions, and consequences. It is seen as a process rather than a product since each self has to find its own best way of coping with daily challenges. Challenges require decisions and actions. Because the capacity to make decisions increases with practice, it is important that one exercise the right to make decisions for self as often as possible. Ownership of the action taken, and of the result, leaves the individual free to make further decisions.

If, however, someone else has made the decision, the probability exists that the individual will either be in a state of inertia waiting for another decision to be made or will escape from responsibility by blaming the bad results on someone else. Both are counter-productive. The power of the decisioon and the responsibility for the resulting action must rest with the individual.

It would be remiss not to remind the supervisee of the significance of requesting permission to do things and for obtaining observed data on what has been done. After all, the data presented non-judgmentally will constitute the basis for the supervisee's decisions. Since some supervisees can be expected to feel shy about making requests, they may find comfort in a statement made by Jesus Christ in Luke 11:9:

Ask, and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks find; and to those who knock, the door will be opened.

B1.4 SELF-ANALYSIS

The purpose of self-analysis is to develop analytical thinking and diagnostic skills. To be effective, self-analysis must precede feedback from the supervisor. For this to happen, the supervisee must initiate the post-conference (the meeting between the supervisor and supervisee after a teaching session) by self-analysis before asking for feedback based on observed data. Judgmental statements from an observer, good or bad, negate the whole concept of developing an analytical mind-set. When the supervisee has had ample opportunity to analyze the lesson and respond to the observed data, then, and only then, is it appropriate to talk about strengths and considerations. At this point the stage has been set to explore the possibilities for future growth.

The following format outlines the sequence of a post-conference:

1. The supervisee will identify and describe the strengths of the lesson.

2. The supervise will discuss how the lesson could be improved.

3. The supervisee will ask for feedback based on observed data. The self-analysis will continue as the observed data is being presented.

After the self-analysis is complete, the supervisee will request feedback on the strengths of the lesson, and on recommendations for future development. Any evaluative statements, good or bad, should be delayed until self-analysis is complete as it can be anticipated that the promising supervisee will have dealt with most of the issues. Therefore, the information provided by the supervisor will reassure the supervisee that the self-analysis process is reliable.

Some supervisees will not self-analyze convincingly. When this does not improve with time, it must be concluded that

they are not suited to the task of teaching. At this point, a concerted effort needs to be made to present the supervisee with the accumulated observed data leading to the question of suitability for teaching. It can be expected that most of the supervisees will make the decision to withdraw from their educational program or job on the basis of the observed data. When a supervisee resists withdrawal, the accumulated observed data constitutes the evidence for denying successful completion of the program or for a request of resignation.

B1.5 THEORY AND USE OF OBSERVATIONAL INSTRUMENTS

When a supervisee requests feedback on a specific area of work, a suitable observational instrument is selected to collect the requested data. The nature of the request determines the choice of this instrument. Therefore, when the supervisee asks for general feedback, the supervisor selects whatever observational instrument seems most appropriate to the occasion.

It does not seem necessary to describe obserrvational instruments at this point since there is no shortage of good published materials (refer to the bibliography for sources).

B1.6 PERCEPTIONS OF SUPERVISEE

The perceptions of the supervisee are the key factor in determining the degree of readiness for a given task. For example, a supervisee may feel ready to begin working with one child, a group of children, or the whole class.

The supervisee's state of readiness for self-analysis is also important. In most cases, the supervisee will welcome the opportunity to self-analyze before asking for observed data. In doing so, the supervisee will realize that taking responsibility for personal and professional growth is a good investment in the future.

The crucial factor is that the supervisor and supervisee relationship is based on a free exchange of information. Asking for information, and receiving it, becomes a privilege. The process removes the threat of judgment. When this happens, the supervisor will be seen as a valuable resource for continued development.

In contrast, when the supervisor responds with evaluations,

good or bad, without first listening to the self-analysis, a hierarchical relationship is being established. In this relationship, the significant task is to please the "boss." This has short-term benefits at best. A major disadvantage is that the relationship between supervisor and supervisee often becomes clouded with suspicion, mistrust, and frequently, fear.

One may well conjecture that a person living under a cloud of judgments from other people will sit in judgment on others as well. The result is the promotion of societal mind-set committed to criticism of others, frequently at the risk of striving to reach one's own potential.

Conversely, when the relationship rests on a process of self-initiation and self-analysis, one assumes responsibility for one's own rate of growth.

Most importantly in SSISA, the supervisee will feel free to develop talents and skills most suited to the self. This places creativity at the core of the developmental process. After all, the creative minds of philosophers, inventors, and artists functioned most effectively whenever they freed themselves from expectations of other people. This does not imply disrespect for other people. As a matter of fact, respect for self, as well as others, is the foundation on which this entire discussion rests.

The reader may associate the above concepts with the fundamental conditions as set out by Carl Rogers (1977) when he speaks about personal power:

> The facilitative person shares with others the responsibility for the learning process.
>
> The facilitator provides learning resources.....
>
> The student develops his own program of learning, alone or in cooperation with others.
>
> A facilitative learning environment is provided.
>
> The focus is primarily on fostering the continuing process of learning.

> The discipline necessary to reach the student's goals is self-discipline and is recognized and accepted by the learner as being his own responsibility.
>
> The evaluation of the extent and significance of the student's learning is made primarily by the learner himself, though his self-evaluation may be influenced and enriched by caring feedback from other people.
>
> In this growth-promoting climate, the learning is deeper, proceeds at a more rapid rate, and is more pervasive in the life and behaviour of the student than learning acquired in the traditional classroom. (pp. 72-74)

B1.7 WRITTEN INFORMATION

The written information increases in importance with time even though the verbal exchange of information seems more significant at first. Therefore, it is recommended that the supervisor check all written information carefully to assure that it is comprehensive, organized and factual before attending to the self-analysis of the supervisee.

It is also advisable for the supervisor to make brief notes during the self-analysis. These notes will serve as a useful reminder of things to be discussed after the supervisee's self-analysis has been completed.

It is important that the written information include reference to the self-analysis. Invariably, the written report will be read and reread by the supervisee. Quite frequently it will be read and discussed with other parties. It may also be used in relationship to previous reports to ascertain whether progress is evident. The wording and the content of the written information is very important since it will become part of the base of information upon which the supervisee will make decisions. In a somewhat related context, Carl Rogers (1977) states:

> The center of therapeutic action is not within the therapist's [supervisor's] decisions but within the patient's [supervisee's] decisions. (p. 15)

B1.8 TREATMENT OF SUPERVISEE

"Do unto others as you would that they do unto you" applies to the relationship between supervisee and supervisor. People feel worthwhile when they are being listened to, understood, and respected, for it frees them to take affirmative action for self.

Conversely, when people feel misunderstood and judged, they tend to become defensive, negative, and fearful of taking positive action for self. Unfortunately, they tend to lash out at others in judgmental ways, thinking that they can cover their insecurities by doing so.

Therefore, if the objective is to establish a positive mind-set in the supervisee, the supervisor will have to be the model in deed and word.

C-BAND: USING A NON-JUDGMENTAL STANCE

C1 NON-JUDGMENTAL PROCEDURE

C1.1 NON-JUDGMENTAL ELEMENTS AND THEIR PURPOSES

The elements of the non-judgmental stance are listening, understanding, observing, providing non-judgemental feedback, and using non-judgemental language. When these elements are present, it can be expected that a relationship will thrive on trust and respect. The supervisee, being free of judgment, will be in a better position to make decisions for self knowing that feedback, though not necessarily pleasant, will be there when needed. Given such a relationship, the supervisee is in a strong position to assess and re-evaluate goals.

It is quite possible that one of the goals to be re-evaluated is whether to continue the present course of study, or to decide that another might be better suited to both interest and ability.

The basic concept of the non-judgemental stance is to leave the power of decision with the supervisee except in a few unusual circumstances. Hence, one of the key functions of a supervisor is to collect pertinent data and present it to the supervisee in a non-judgmental way.

C1.2 NON-JUDGMENTAL LISTENING

A good listener is difficult to find--simply because most people are so preoccupied with their own interests and problems that they are unwilling or unable to listen to another person. Also, listening is a skilful art that must be developed and nurtured. It requires a willingness to temporarily sublimate a personal agenda for the sake of someone else. Not all adults have learned this type of listening. As a result, many children pattern their listening on adult models who interrupt constantly. Therefore, the expression "nobody listens to me" can be heard frequently.

Being listened to, or listening to someone else, has therapeutic value. Frequently a person who has been listened to without being interrupted will thank the listener for the help given. One assumes that in explaining a joy, a sorrow or a mistake to an empathic listener, one

gains a clearer understanding of the significance of the event. As a consequence, the person listened to feels appreciated and helped.

Theologian and psychologist John Regehr (1988) addresses the problem of listening in the following quote:

> You heard a half sentence from your child or spouse, and in a flash you figured it all out. You did the predictable "I-told-you-so", gave the expected admonition and dispatched easy advice, all in 45 seconds, and then you thanked God for the wisdom He gave you to deal with the situation. What might you have done? Listened to the whole sentence and the entire story. Listened with attentiveness and love until you felt the pain and fear. In the end you could have sensed a profound oneness of the spirit. But that would have taken time. More time than you cared to give. Deliberate loving time. (p. 7)

C1.3 NON-JUDGMENTAL UNDERSTANDING

Understanding has major benefits for people intent on fostering a good relationship. Assuming that the parties in a relationship practice good listening skills, it is safe to predict that the level of understanding between them will be high. Positive relationships thrive when all parties feel understood. John Regehr (year) states:

> You have just heard a sharp comment and seen the facial grimace that accompanied it, and in an instant you put the man in a cage. You labelled him. But if you turned toward him instead of away from him and regarded him with basic respect as a person in his own right, and if you would inquire about the past hurt and the fear of the new hurt that fuelled the remark and its heat, and if you were to understand his facial grimace as a fortress wall to shield his soul, then you might let him out of the cage again, and you could both be free with each other. But that would take time. Considerable loving time. (p. 7)

However, feeling understood is not dependent on being in agreement at all times; rather, it means that the fear of personal rejection is not present when disagreement does occur. It follows that listening for understanding leads to

increased exchange of ideas, information, preferences, and creative insights.

Communication based on understanding seeks to preserve the respect of all parties involved. To assure that this will happen, statements of understanding need to precede statements of advice and instruction. For example, when a person is involved with strong emotions, listening to someone else is difficult. Accepting advice, consolation, or criticism is worse. The feeling of being understood, appreciated, and accepted will facilitate the decision-making process.

C1.4 NON-JUDGMENTAL OBSERVING

In the SSISA process, the supervisee asks to be observed, and thereby expresses a need for information that will enhance professional development. By accepting the request, the supervisor accepts the responsibility of observing, gathering data, and preparing the data for presentation to the supervisee. The process seems simple and uncomplicated, and so it is, except for one variable: the attitude of the supervisor while observing, gathering data, and transmitting the information.

For instance, if the supervisor is in a judgmental frame of mind, the supervisee will feel negative "vibes" while being observed and will feel defensive while listening to feedback presented in judgmental language and stance. The supervisee's energy and attention are thus directed towards defending self-worth rather than towards the task of learning.

On the other hand, when the supervisor is in the role of a non-judgmental observer, the supervisee will feel free to focus all energies on the task at hand without worrying about personal worth or the feelings of the supervisor. Consequently, the supervisee will feel free to self-analyze and make decisions for further growth.

C1.5 NON-JUDGMENTAL LANGUAGE

The quality of a relationship is determined by the verbal or non-verbal messages received by the individuals. When the messages are perceived to be judgmental, regardless of it being praise or criticism, the benefits of listening, understanding, and observing are lost. Unfortunately, this

gives rise to inhibitions which mitigate against a quality relationship.

If, however, the message is perceived to be non-judgmental, the parties interacting will not have to deal with inhibitions and thus, they will be free to deal with issues. The fear of not pleasing will not be present and hence, the speaker can progress from one stage of perception to the next without feeling threatened.

C2 OBSERVE SUPERVISEE NON-JUDGMENTALLY

C2.1 NON-JUDGMENTAL OBSERVATIONS AND PURPOSES

In SSISA, non-judgmental observations are requested by the supervisee who wants, and needs, feedback from the supervisor. Based on the information received, the supervisee determines the next plan of action.

When the information has judgment in it, the supervisee is obliged to listen to the expectations of the supervisor and then decide what to do to please the supervisor. In such a setting, the supervisor feels important and powerful, taking the credit when the supervisee does well. When the supervisee does poorly, the supervisor feels certain that the potential was not there to begin with. In either case, responsibility and control are systematically removed from the supervisee.

Since the purpose of providing feedback is to assist the supervisee with further planning, it stands to reason that the information, and the delivery of it, will be more useful if it is free of judgments.

Let us consider the following scenarios:

Scenario 1. The supervisor calls the supervisee and says: "I will come to see you at ten on Tuesday. I will watch the lesson but I will not have time to discuss the lesson with you because I have to rush away to see another supervisee. Come and see me three days after I have seen your lesson and I will give you a written assessment." The supervisor appears at two minutes to ten, enters the room and demands a copy of the lesson plan. The supervisee has forgotten the plan at home, apologizes, and is very embarrassed when the supervisor says in a loud voice: "Don't let this happen again." Result: the supervisor feels superior while the supervisee is preoccupied with negative feelings about the supervisor. Worse yet, the performance of the supervisee will not reflect actual potential and a classroom of children will receive less than they deserve to receive.

Scenario 2. The supervisee calls the supervisor and requests a visit. A time suitable for both is arranged, and it is agreed that a lesson plan will be given to the supervisor well before the observation period begins. The supervisor quickly scans the plan and asks whether the

supervisee wants feedback on a particular aspect of the lesson. Or, the supervisor may request more information in regard to the intent of the lesson. In any event, all the supervisor does is ask for information, thus freeing the supervisee to remain responsible and therefore direct all attention and energies to the task at hand.

C2.2 SUPERVISEE INITIATION

Since the requirements of a professional are to make decisions, it makes good sense that a decision-making process be developed while in training. The supervisee, by asking for feedback, remains responsible for decision-making and therefore should be encouraged to actively solicit feedback, written or verbal, on all aspects of professional development (this might well include personal and social growth).

When using the process of self-initiation and self-analysis, it is recommended that the supervisee and supervisor establish clear parameters in which each will function. It would help the process if this were done well ahead of the practicum experience.

Once the practicum experience has begun, the supervisee will invite the supervisor to observe and give feedback. In this context the supervisor is any person invited to play that role. it is recommended that the classroom teacher and the faculty advisor be invited jointly so that all parties involved have first-hand information. Of significance is the supervisee's initiative in making all the necessary arrangements.

C2.3 LESSON PLAN

A lesson plan is a plan of intent, action, procedure and strategy for assessment. A lawyer goes to court with a carefully prepared plan of action, the architect gathers hundreds of facts and organizes these, on paper, into a plan of action, and the surgeon carefully formulates a plan of action before he or she goes into surgery. Of course, all professionals have to remain flexible because of unanticipated information. The point is that a person would not choose to "wing" a task that requires professional expertise. If teaching is to be regarded as a profession, one would expect the same thorough preparation on the part of teachers.

It is recommended that the supervisee choose the subject and content of the lesson to be taught. The supervisee then prepares the best lesson plan possible under the given circumstances and presents a copy of the plan to the supervisor at the pre-conference. The supervisor will read the plan and ask for clarification if necessary, but will not recommend any changes at this time -- recommending changes at the pre-conference takes ownership of the plan away from the supervisee and places it with the supervisor.

If a lesson plan is seen to be unacceptable, it is recommended that the responsibility for the class be given back to the classroom teacher as students in the classroom should not be exposed to an ill-prepared supervisee. The supervisor will then use the time to help the supervisee with planning.

This reasoning becomes even more important when we consider that students up to age sixteen are compelled by law to attend school. Also, considering the significance that the general public attaches to education, and the financial cost, one would expect to employ highly trained, competent, and committed teachers. Clearly, it is the responsibility of the university to select, educate, and recommend graduates for teaching certificates.

C2.4 GATHERING DATA ON SPECIFICS

It is not to be expected that the supervisee will request observed data on any one specific area of the lesson in the first observation session. The supervisor has the expertise to gather helpful feedback of a general nature whenever the need arises. But, it is to the advantage of the supervisee to become perceptive about areas in need of improvement and solicit observed data on those areas as soon after the first session as possible. The supervisee will rapidly gain confidence upon being able to identify areas of strength and areas in need of attention.

The areas of need will vary from supervisee to supervisee as well as from one stage of development to the next. For example, one supervisee may initially need help with planning appropriate activity for a particular age group, or with stating instructions simply and precisely, or with developing a comprehensive questioning technique. The perceived needs will invariably be identified by the

supervisee during a post-conference as a direct outcome of the analysis of observed data gathered by the supervisor.

C2.5 OBSERVED DATA

Gathering data is a skill that has to be developed. Speed, accuracy, and concentration are essential. However, choosing and using the most appropriate data-gathering instrument is crucial. Fortunately, numerous instruments have been developed and published. This makes it unnecessary to devote space to them here (See Appendix B). What needs to be emphasized is that the observations must be stated non-judgmentally, as is exemplified by the following observations gathered a few years ago.

> 2:35 I'd like everybody to sit down .....I am going to write down all the colours .....Ricky!
> 2:37 Now when we are all quiet...I want you to come quietly here ..Eddie are you going to be in our..Everyone is doing a fine job..(marker, disruption, teepee)
> 2:39 You can't be in the club if.....I'm still waiting Garry .....fast and quiet....
> 2:40 We are going to play a game..Who of you has seen a bird lately? ..It is too noisy. I only talk to people with their hands up..Oh neat. That was interesting.
> 2:42 We are going to play a game..store it into your memory bank. I am going to pick only if..Can your finger wait Melissa?
> 2:43 What bird is this? (Explanation of colours) Paula you can be in the game if you..Jason I won't have you in the group if you speak up..Garry!..It says here greenish blue. O.K.
> 2:45 Roadrunner..It is getting too noisy ..(Teacher's voice is becoming louder) O.K. That's enough! Eddy! Swan
> 2:47 Now I have to have quiet! The surprise for the row.....You have to wait for the question.....No! There is no shouting out! What does bluebird stand for?.....I said I am the judge! If I say Melissa should get a point then she will get a point!

During the post-conference, the supervisee found very little that she liked about the lesson. She was pleased with the subject matter she had chosen but said she was anxious to move on to talk about the things she did not like. Mostly, she talked about the disruptive children who had spoiled an

interesting lesson. When she asked for feedback, she was given the above observations to read. No comment had been made by the supervisor thus far. After reading aloud for a while, she said: "I had no idea that I interrupted the lesson so often. I did not give it a focus at the beginning. I did not manage to interest the children in the subject. I can't believe how often I reinforced negative behaviour."

During the discussion that followed, it was easy to reassure the supervisee with a few suggestions that she might want to incorporate into the next lesson. Her parting comment was: "Boy, will I ever plan my next lesson differently!" Fortunately, the next lesson demonstrated that she had capitalized on the experience of the previous lesson ... to the advantage of herself and the children. The potency of observed data non-judgmentally presented is powerful!

C2.6 REVIEW OBSERVATIONS

It is worthwhile for the supervisor to read through the observations before going into the post-conference. This will help to get a sharp focus and it may also provide an opportunity to add some pertinent information that had been omitted during the observation time.

C2.7 STRENGTHS AND CONSIDERATIONS

After the supervisor has completed the observations, it is recommended that the strengths of the lesson be listed and that appropriate considerations (i.e., things to think about) be suggested. It might be advantageous to add to this list after the post-conference with reference to the self-analysis.

C3 NON-JUDGMENTAL LISTENING

C3.1 NON-JUDGMENTAL LISTENING AND ITS PURPOSE

Some readers may react to this topic by thinking that listening is listening, so why complicate the issue by introducing something as nebulous as "non-judgmental listening?" Quite simply (although there really is nothing simple about this at all), the human being has been created with a sensory system that defies the imagination. Most humans can feel, see, hear, taste, and smell. We have grown up knowing this. We have also grown up knowing that there exist great differences in the degree to which any one individual can use any one of the five senses. We react to these differences with acceptance, humour, ridicule, and on and on. However, our awareness of the differences does influence our modes of communication or non-communication.

But, do we stop to question the possible presence of other senses? For instance, do we give credence to the fact that a blind person can sense the physical presence of another human in the room without seeing, hearing, smelling, feeling, or tasting that person? Or, how do we explain the sudden anxiety of a parent about a child in grave danger thousands of miles away? Or, what causes us to feel uncomfortable in a given setting without anyone present saying anything uncomfortable at all? The above experiences have been verified and documented many times during the past and cannot be erased by doubts or ridicule. But, what is this elusive sense that makes such experiences possible?

We may get a little closer to an understanding of this elusive sense by referring to concepts like "intuition," "premonition" or "receiving vibrations." Regardless of the terms used to describe this phenomenon, it seems important to acknowledge that communication occurs in subtle ways. Is it not reasonable for us to conjecture that we feel accepted and safe with someone who thinks non-judgmentally about us? And, we feel uncomfortable, maybe even threatened, when someone thinks judgmentally about us?

If we accept this line of reasoning, we will have no trouble understanding why the presence of a judgmental supervisor is to find weaknesses. Also, the perceptions will be delivered as absolutes and will not be open to question. In actual terms, it means that the supervisor avoids listening to, or understanding, the supervisee.

In contrast, the non-judgmental supervisor will listen and observe so as to better understand. Consequently, the supervisee will feel encouraged to share joys, fears, successes, and failures. The natural consequence is a relationship built on trust and respect. Such a relationship frees the supervisee to proceed at a rate of growth best suited to the circumstance.

Non-judgmental listening is an art most people acquire through ongoing diligent work. People having grown up in a non-judgmental environment may find the process less difficult. However, regardless of background, every supervisor will find it a challenge to model non-judgmental listening.

C3.2 LISTENING TO SUPERVISEE MESSAGES

A person listening with the intent to understand the speaker will pick up more information than the casual listener who pays peripheral attention to mere words. For instance, a supervisee comes to see the supervisor about a minor problem with time-tabling. The supervisor may see the problem as simplistic and offer a quick solution. The supervisee says thank you and leaves. Alternatively, the supervisor may quickly pick up on the simplistic request and listen for the real issue. Some concerns are more difficult to raise and deal with than others. Therefore, a supervisee may occasionally need a bit of prompting before the real concern is verbalized.

A supervisor may on occasion be asked to respond in unusual ways, as reflected in the following humorous incident. It is the day on which the supervisor visits the supervisees in the hosting school. The supervisor is at his desk working on a formative report. The door is open. Suddenly a supervisee rushes in, closes the door, sits down on a chair in the corner and says: "Don't mind me." The supervisor keeps on working and the supervisee sobs bitterly. After a few minutes the sobbing stops, the supervisee gets up to leave and, from the doorway, says: "Thanks! I needed this." No reference was ever made to this incident, but the supervisor was rewarded with a particularly warm smile before the supervisee left the school that day. It seems as though he really listened to her when she came to the office for privacy and, somehow, she found the presence of the supervisor reassuring.

C3.3 OBSERVE BEHAVIOUR WHEN LISTENING

One tends to listen differently to a nervous person than one does to a relaxed person. That does not imply good or bad.... just different. The challenge is not in being able to recognize the one or the other but in gathering sharing pertinent non-judgmental data on the effects of certain behaviour.

In an extreme case, a supervisee might use the data to decide not to pursue teaching as a career. Or, the data could become the base on which to make decisions to modify certain behaviours. It might be that a self-conscious supervisee is reassured that a certain behaviour does not impede children's learning.

One of the supervisor's most difficult tasks is to observe the supervisee's behaviour for the effects of drugs. Some effects may be detrimental to the well-being of the students, even when they have been prescribed by a doctor. The significant thing is not that a drug is being taken, but to record observed data related to the effects of a supervisee's behaviour on the students. Again, the non-judgmental data can provide the base for important decisions.

C3.4 IDENTIFY, STRATIFY AND COMPARTMENTALIZE OBSERVATIONS

Gathering observed data is important at all times: in the classroom, the hallway, the playground, the staff lounge, social gatherings, and even on public transportation. For example, a teacher's aide rode home on the bus one day. Immediately ahead of her sat two supervisees who loudly criticized the classroom teacher. The aide passed this information on to the supervisor who drew it to the attention of the supervisees. Just passing on the observation was enough to help them decide not to do that again.

On frequent occasions the supervisor will need to identify recurring observations that attest to progress or lack of progress. It will be useful to stratify key observations with attention to time, significance, and predictive value. In most cases, compartmentalizing the information will be relatively simple and useful. For example: one supervisee may have received consistent observed data relating to

competency in planning creative activities and to incompetency in the skills needed to establish the atmosphere in which students are free to work creatively. Compartmentalizing the identified data is of value for both the supervisee and supervisor.

The above exercise is particularly useful when it is done independently by the supervisee and the supervisor and then followed by a session in which they compare information. It is invaluable to the supervisee in making decisions for further professional growth.

C3.5 DEVELOP APPRECIATION FOR SUPERVISEE

It seems useful for the supervisor to take time to reflect appreciatively about the supervisee. The appreciation should be for the person and need not have any bearing on the rate of success. The supervisee will feel the appreciation and will consequently be in a better position to deal constructively with troublesome data. A feeling of appreciation affirms a feeling of personal worth. When this is a given in a relationship, the need for defensiveness disappears and otherwise threatening information becomes a welcome and useful tool. Nobody loses. Even the supervisor gains because appreciation generates positive energy while judgmental thinking drains energy.

C4 NON-JUDGMENTAL LANGUAGE

C4.1 PROCEDURES AND PURPOSES OF NON-JUDGMENTAL LANGUAGE

The ultimate purpose of non-judgmental language is to free rather than bind the people in a relationship. Therefore, one proceeds with non-judgmental language by understanding the concept and then moving on to the recognition of non-judgmental language and usage. Since the concept of non-judgmental language has been dealt with, we will now consider recognition and usage of such language.

Language can be used to describe what the speaker knows in non-judgmental or judgmental terms, depending on the choice of the speaker. Let us examine the following two statements made by the supervisor to the supervisee during the post-conference.

"I know that when I do not prepare carefully I tend to become tense."

"You should have prepared much more carefully. You deserve to feel tense."

The first statement recognizes the circumstance and responds to it by identifying personal feelings when caught in a similar situation. It gives the supervisee the benefit of the doubt. All of us are found to be ill-prepared at some time or another. The nature of the response frees the supervisee to deal with the feelings of not having been prepared and what to do about it next time.

The second statement points a blaming, threatening, guilt-producing finger at the supervisee. The supervisor sounds disgusted and the statement clearly establishes a hierarchical relationship in which the superior person indicates displeasure. It also makes it quite clear that the supervisor has the power in this relationship and that the supervisor will have to be pleased next time, or else.

Observations can also be stated non-judgmentally or judgmentally. For example:

"I observed you, on four different occasions, to ignore a student with a hand up. Was there a particular reason for doing so?"

"I saw you ignore a student with the hand up four times. You should never do that. Don't you know that that will discourage the student?"

The first example states clearly what has been observed and asks for information as to why this was done. It makes no reference to approval or disapproval. The second statement begins with the same observation but ends with judgment. Which one of the statements has a freeing and which a binding effect?

Serious consideration needs to be given to the problem of feelings. The position taken here is that feelings are important in a relationship, and generally influence the decisions to be made. In the context of this position, examine the following statements made by the supervisor to you, the supervisee. What is your reaction? How do you feel? What decision will you make? Why?

"I identify with your good feelings about the lesson. I am glad that I was able to share this experience with you."

"I feel great about this lesson. It was marvellous. You should feel very good about it."

As the supervisee, I react positively to the first statement because the supervisor identifies with my good feelings and this reassures me that my perceptions are reliable. I now feel more confident to tackle other areas of teaching in which I wish to achieve mastery. I also feel respected because the supervisor has listened to me and has heard what is important to me. I will definitely continue to ask for feedback because it helps to develop self-analysis skills.

The second statement leaves me with ambivalent feelings. Of course I am glad that the supervisor is pleased. After all, I do need a good recommendation at the end of the year. But, it really bothers me that I am told that I should feel good about it. What I want is information about the lesson to reassure me that the good feeling I have about the lesson is reliable.

It behooves the supervisor to develop language that will be most helpful to the development of the supervisee.

C4.2 PRECISE INFORMATION

Gathering, organizing, and delivering precise information will always remain a challenge, even to the experienced supervisor. Information modes are plentiful. Some are complicated and need a great deal of practice before they can be used efficiently. Others are reasonably simple to use. The major difference between the self-initiation/self-analysis model and other models is that the information is presented non-judgmentally after the supervisee has completed self-analysis. The supervisee continues self-analysis while the observed data is being presented. After that, they compare evaluative perceptions and the supervisee is ready to continue with planning. The major challenge for the supervisor is to provide information free of judgment.

Let us examine a few samples of written observations gathered some years ago.

Sample 1

During the pre-conference the supervisee presents the lesson plan and requests specific feedback on giving instructions and maintaining class attention. The supervisor decides to write down the exact instructions and the class response to the instructions.

> (Writes graph on bd....students wait....restless) Take out your science books. (Puts graph on overhead) Your graph should look something like this.....May I have some attention please. Nobody is listening. (Class remains restless) .....malnutrition....Why does the stomach swell? ....acid...something like that...Why do some people eat different things from other people? What if we lived in China would we.....Yes. Right.....availability.....(Class is restless) Put your graphs in your books.
> There are two different kinds of food: liquid and solid. (uses bd.) I want you to make a chart. Class: OH!.....Don't groan yet. ...OH! (constant chatter).....I want you to get started. .....Does everyone know where you get the grams? ....(interrupts)....I have a question. So everybody look here ....(interrupts) May I have your attention for another few minutes ....(chatter) If you have any question put your hands up. (Walks around the room

helping individuals.)

During the post-conference, the supervisee follows a carefully prepared process (i.e., Things I liked and why, things I did not like and why, things I can do to improve, and then request feedback). The supervisor presents the above information and encourages the supervisee to continue with the self-analysis. After the self-analysis is complete, the supervisee asks for a summation.

Supervisor's written summation:

Strengths:

The lesson plan had all the necessary ingredients for a positive learning experience. Feel encouraged to go with your present planning and develop confidence in yourself.

Things to think about:

The school uses the assertive discipline plan. The students are used to it. Any other system will tend to confuse them.

A lesson tends to be disjointed when the teacher does not let the students know exactly what will be expected of them. Therefore, it is an advantage to prepare carefully worded statements, verbal or written, beforehand. This becomes a part of precise lesson planning.

Students will become uneasy when the teacher does not have a sharp focus on what is to be learned, how the information will be presented, and how their work will be evaluated.

A classroom will not have a positive learning atmosphere when students are not held responsible for their actions.

N.B. You covered most of the above points in your self-analysis before you saw my comments. I hope that all this information will help you develop greater self-confidence.

Sample 2:

During the pre-conference the supervisee presented the lesson plan and asked for specific feedback on flow, organization, and creativity of the lesson.

The supervisor decided to use time indicators and to write down teacher statements that pertain to the specific requests.

> 9:03 First I want to show you pictures of animals. (discussion)(O.K.: 11 times)(Repeat answers: 10 times)
> 9:06 O.K. Today we are going to write poems about pets. Let's list words to describe a cat. (Writes words on bd.) like: jumpy, fuzzy, cute, black, swift, quick, slow, peaceful, playful
> do: exploring, meowing, creeping, shedding, smelling
> Their tongues feel like sandpaper.....They like to play with wool. ...They like to rip things.
> slob, stay, friend, vicious, cuddly, lazy, descriptive
> 9:18 Now let's do a poem together....on the board.
> 9:22 Now you will do your own poem. Listen please .... I can't finish till you .....Choose a pet...make lists of words to describe your pet.....Then write your poem..
> Ask me to look at them....Re-write them on white paper.....We will put them on the wall.....(discussion)
> 9:25 You can get started.

During the post-conference, the supervisee follows a carefully prepared process (i.e., things I liked and why, things I did not like and why, changes I will make and why, and then request feedback). At this point, the supervisor presents the above written information and the supervisee continues with the self-analysis. The supervisee asks for a summation when everything is complete.

> Supervisor's written summation:
>
> Strengths:
>
> Everything makes sense in terms of preparation, organization, knowledge, use of bd., pictures.
>
> The poems the students wrote suggest that the creative element was there for most of the children.

Things to think about:

Why was it necessary to write a "common" poem when you had a sample poem on the board? Is it possible that most of the students were anxious to do their own writing sooner? What behaviours indicated a state of readiness? How will a delay affect the creative flow of the students.

N.B. I agree with your self-analysis that the lesson was very close to what you had hoped it would be. The students remained interested even though a few began to show signs of restlessness. Most importantly, the poems that they wrote suggest that they took the task very seriously, and they looked involved while they wrote.

The response from both supervisees indicated that they found the information valuable. They repeatedly expressed appreciation for the precise feedback and the non-judgmental delivery.

D-BAND: DEVELOPING RELATIONSHIPS WITH SUPERVISEES

D1 ESTABLISHING RELATIONSHIPS

D1.1 REQUIREMENTS FOR ESTABLISHING RELATIONSHIPS

A relationship between two people can take a multitude of forms: it can be one-sided as with a boy in love with a girl who disdains him; or both parties can be hostile, congenial, respectful, caring, loving, and on and on. As well, there is the very familiar relationship between a boss and an employee. Of note is that each relationship is the product of the input from both people. When the two people have agreed on a process on which to build the relationship, the outcome will be different from a relationship existing without such sense of direction. Clearly, it is possible to identify factors that work in favour of a wholesome relationship and factors that mitigate against it. The central consideration in building a relationship is the premise on which it is built. When the premise is accepted by both parties, the chance of success will be enhanced.

D1.2 ATTITUDINAL REQUIREMENTS FOR ESTABLISHING RELATIONSHIPS

The attitudes of people are a much more significant factor in decision-making than one might imagine. Whether in politics, religion, education, or relationship, the attitudes of people often supersede facts as agents in decision-making. The educational system sometimes overlooks the significance of attitudes on learning.

When one looks at relationships, one quickly becomes aware that an attitude towards language, custom, colour, or gender greatly influences the direction of a relationship. Therefore, when one wishes to establish a relationship for whatever reason, it is wise to give detailed consideration to the attitudes of the people involved.

Since the attitudes of a supervisee will have an effect on the direction and rate of growth, the supervisor can be most useful through modelling. When the model is consistent and convincing, the supervisee will be receptive to any spoken or written information from the supervisor. It is the responsibility of the supervisor to give detailed attention to this aspect of the supervisee's development.

D1.3 KNOWLEDGE REQUIREMENTS FOR ESTABLISHING RELATIONSHIPS

Knowledge is fundamental in building attitudes and in changing attitudes. Knowledge can be gained through observation: verbal and non-verbal language, behaviours, and from things people do. These observations will invariably reinforce an existing attitude or cause an attitude to be formed or changed. Receiving knowledge through observation may happen without conscious awareness. However, this does not detract from its power.

A more obvious way of acquiring knowledge is through study, formal or informal. Here, the level of learning awareness is much greater. Besides, at this level, the decisions made as a result of the learning will, in many cases, be conscious decisions. The teacher training institutions have, in large measure, curricula that deal with conscious learning. Some people take the position that knowledge arrived at this way integrates more fully into the person's attitudinal self.

The position taken here is that any educational institution is well advised to give conscious attention to both ways of acquiring knowledge, and that curricula, particularly in undergraduate programs of teacher training institutions, be designed so that more of the sub-conscious knowledge be raised to the conscious level. This is important because teachers will understand students in proportion to the understanding they have of themselves. The assumption is that the relationships with the students will improve in relation to the teacher's understanding of self.

Fundamental to the successful application of the above concepts is the knowledge and experiential base of the supervisor. Extensive reading, observation, reflection, and practice will prepare the supervisor for the task of guiding the supervisee through the different stages of relational development. The concept of self-initiation and self-analysis applies as directly to the supervisor as it does to the supervisee.

D1.4 PERFORMANCE REQUIREMENTS FOR ESTABLISHING RELATIONSHIPS

The ultimate goal in all these discussions is that students will be taught by teachers who have a good command of the knowledge required, who have a good understanding of themselves and others, and who are able to demonstrate all this with their actions.

The practicum offers an excellent opportunity for the supervisor to demonstrate relational skills with administrators, teachers, aids, children, and supervisees. When the modelling is successful, the supervisees will be in a better position to apply the model when working with the class as a whole, or with small groups of children, or on a one-to-one basis. Supervisees will also demonstrate relational skills when dealing with administrators, teachers, support staff, etc. Quite frequently, the strong and the weak relational skills are most obvious when supervisees interact with one another.

Any supervisee with weak relational skills should be given observed data to this effect. On the basis of the data, the supervisee should be advised to withdraw in order to find another occupation or to do remedial work by means of which relational skills would be developed up to an acceptable level.

A person who does not model what he or she expects of the supervisees should not be assigned the responsibilities of a supervisor.

D2 INITIATE RELATIONSHIP

D2.1 PURPOSE AND PROCEDURES OF RELATIONSHIP INITIATION

Since relationships play a key role in the success of a teacher, they seem appropriate to give a closer look. Two major premises will be considered. First, no two relationships can ever be identical; as a matter of fact, every relationship will remain in a state of flux. The purpose in supervision is to put in motion a process that will point the relationship in a direction of positive growth. Second, it is possible to increase a person's potential to build positive relationships. This can happen after the individual has made a conscious decision to work at it and to seek help to do so. Since the ability to promote the growth of relationships is instrumental in determining a teacher's success, the purpose now is to set out a procedure that will help potential teachers develop skills needed to build positive relationships. It is highly recommended that an introductory workshop be held with supervisees and cooperating teachers prior to the practicum experience. The following discussion assumes a workshop context for introductions

D2.2 INTRODUCE SELF TO SUPERVISEES

The supervisor ostensibly can be expected to be a model to the supervisee. With this in mind, it is recommended that the supervisor deliberately and consciously model the introduction of self to the supervisee and any other parties involved. This will give the supervisee observations and impressions from which to respond to the recommendations that will follow.

D2.3 SUPERVISEE INTRODUCTIONS

The supervisee must know that a future job as a teacher is dependent on the information key people in the hiring process have at their disposal. Assuring that the right information will be available cannot be left to chance. The supervisee needs to take the initiative in providing information about self that will ultimately lead to the desired goal.

The way one introduces oneself provides important information directly applicable to the possibility of a future job. The information will be used by the people who

do the recommending and the hiring. Of note is that the first introduction usually leaves a lasting impression.

It is recommended that the supervisee hand a small card with name, telephone, and address to the person in receipt of the introduction. This will assure that the name will have a better chance of being remembered. It is also recommended that friendly eye contact be established and maintained. A handshake is a personal preference. Many people enjoy the physical contact whereas others do not.

The supervisor can be of greater use if in possession of a carefully prepared resume. The information in the resume will make it easier for the supervisee to initiate actions that might otherwise not make sense.

Lastly, it is helpful to the supervisee when the supervisor allows for time to practice introductory skills. It can add humour to the relationship while at the same time give added confidence to the supervisee.

D2.4 SUPERVISEE RESPONSE TO INTRODUCTIONS

The responses of supervisees to the model of introducing self can be expected to vary greatly. It is quite possible that anxiety will be expressed. Since the self-initiation and self-analysis process is built on the hypothesis that faster progress will be made when it is safe to reveal one's true feelings, it is recommended that the supervisor listen appreciatively and respond sparingly, or not at all. Argumentation cannot be expected to be useful; proper modelling can!

D2.5 INTRODUCE SUPERVISION PROCESS TO SUPERVISEES

This will be the first opportunity at which the supervisor will be in a position to introduce the supervisory process. Since the concept of self-initiation and self-analysis is in contrast to many of the supervisees' modes of procedure up to this point in their lives, it is important that printed materials be made available. Equally important is the need for time to present and discuss.

D2.6 DISCUSS SSISA WITH SUPERVISEES

The newness of the pending practicum, and the self-initiation and self-analysis process, can be expected to

result in questions and anxieties. Experience with this process indicates that assurance

comes to the supervisee in ratio to the degree of understanding. The degree of understanding is largely dependent on the clarity of the presentation and the non-judgmental responses to the questions. This workshop will be the first occasion at which the supervisor will be in a position to model a method of presentation, listening to someone else's ideas, giving accurate information, and accepting supervisees as they are. When the supervisor's model is consistent with the philosophy of the process, the supervisees can be expected to become comfortable fairly quickly.

Once the supervisees are comfortable, discussion on all aspects of the process will follow. Significantly, each supervisee will feel free to identify the aspects of greatest concern.

D2.7 LISTEN TO SUPERVISEE CONCERNS AND RE-EXPLAIN IF NECESSARY

At the risk of over-emphasizing the value of discussion, it is strongly recommended that the supervisor, after the presentation has been made, will encourage free expression of opinion. Every problem and every question deserves respectful attention. Re-explanations and answers to questions need to be brief and concise.

Attention is once again drawn to the necessity of listening, thinking, and speaking non-judgmentally.

D2.8 BE AWARE OF FEELINGS OF SUPERVISEES

Feelings, in the context of the process of self-initiation and self-analysis, are considered very important. Whether we like it or not, they influence the decisions we make, and the way we view life and people. Denial of feelings is seen as a denial of the vibrant, creative force that gives uniqueness to a personality. It is in the interest of the society of tomorrow that the students of today can model after teachers who are emotionally, as well as mentally, alive.

If we accept the above statement, we automatically place responsibility for modelling the concept on the supervisor. Therefore, the supervisor will be well advised to take the

time to check how supervisees feel.

D3 PERSONALIZE AND MAINTAIN RELATIONSHIP

D3.1 PURPOSE AND PROCEDURES OF RELATIONSHIP MAINTENANCE

The purpose of establishing and maintaining a relationship with a supervisee is to assure that the practicum will be of benefit to all people involved. It is assumed that a confident, prepared supervisee will have a positive influence on the students, staff, and peers. The insecure, anxiety ridden supervisee will simply not have the same advantages. In the initial stages, the supervisor needs to be particularly vigilant in establishing parameters that will set supervisees free to enter into the process of self-initiation and self-analysis. It is an established fact that the relationships have greater growth potential when parameters are being recognized. This does not imply that parameters cannot be changed when the needs change.

The procedure for establishing and maintaining relationships must be the responsibility of the supervisor, at least initially. This can be done by presenting, to all parties involved, a format of procedure to be followed for the duration of the practicum.

D3.2 CLARIFY TIME AVAILABILITY

Since the time available to a supervisor is limited, it is essential that all parties have a clear understanding of what can be done, and when. It is the responsibility of the supervisor to give this information before the practicum begins.

D3.3 MODEL WHEN REQUESTED

Once the practicum has begun, and the supervisees have relaxed into their roles, it is not unusual that the supervisor is asked to model a teaching technique, and the post-conference. The rewards of such modelling are many. Supervisees and the teachers, including administrators, generally feel reassured when a supervisor is willing to back up words with convincing action. Discussions and questions tend to move into a higher level of thinking after such modelling has taken place.

D3.4 OBSERVE UPON SUPERVISEE'S REQUEST

Self-initiation is one of two central concepts in SSISA.

The position taken is that when the supervisee identifies an area that needs improvement and takes the initiative in getting whatever help is needed and wherever it can be found, then the supervisee will be in a receptive frame of mind. If, however, help is forced on the supervisee, resistance and non-receptivity may result.

The following procedure has been tested for a number of years by dozens of supervisors and has proved to be useful.

The supervisor posts a sheet of paper with a date and available time slots in an easily accessible area of the school.

A supervisee asks for observational feedback by writing the name into a time-slot in which the supervisor is free to come to the classroom to gather observed data.

Upon entering the school the supervisor plans the time according to the requests on the time sheet, and enters each classroom for observation at the invited time.

When two supervisees vie for the same slot, it is recommended that they, not the supervisor, work it out and arrive at a compromise.

The key point is that the supervisor observes on invitation from the supervisee. It is obvious that the initiative of the supervisee will have a profound influence on the type of relationship that will develop with a supervisor.

D3.5 RELATING IN THE POST-CONFERENCE

In the self-analysis/self-initiation process, the post-conference is important because it presents a possibility of bringing the supervisee, the supervising teacher, and the supervising professor together to deal with observations fresh on everybody's mind. Because the supervisee remains the initiator during the post-conference, the other two parties are in a better position to gather observations regarding self-analysis. The observations gathered in the classroom, and during the post-conference, are invaluable to the supervisee. In most cases the observational data will confirm the self-analysis data presented by the supervisee. It will also direct attention to other ways of helping students learn. All parties in a post-conference have the chance to expand their professional horizons when a non-judgmental stance is maintained. The consistent exposure of

the supervisee to non-judgmental post-conferences can serve only to enhance professional relationships.

D3.6 THE SUMMATIVE REPORT AND RELATIONSHIPS

The summative report, whether one likes it or not, is more than a summation of the practicum experience. Most of the time it also serves as a recommendation to the potential employer. It is obvious that the report is a document that can influence the future of the supervisee. Because of the significance of this document, and because of the emphasis on self-initiation, it is strongly recommended that the preparation of the report has input from the supervisee, any person who has served in a supervisory role, and, if possible, from the administration. Clearly, a report that has the input and endorsement of all these people will carry a great deal of weight.

The role of the supervisee is to make certain that important activities have not been overlooked. This applies particularly to extra-curricular activities but can also include forgotten classroom events. The supervisee should feel free to request a change in the report. It will not always be possible to satisfy the request. When this occurs, the supervisee must be advised to append a statement giving the reasons for the disagreement.

Preparing the summative report with the supervisee's full involvement helps to entrench the idea that the supervisor-supervisee relationship is not based on power. This process further enhances an authentic supervisor-supervisee relationship.

D3.7 THE SOCIAL GRACES

Supervisees tend to be overwhelmed with work. As a result, they may not be sensitive to the social graces that can have a direct bearing on how they are perceived by the regular staff. A supervising professor can offer valuable suggestions to the supervisees in regard to staff lounges, lunch room facilities, and even closet space for coats.

One frequently overlooks the significance of a friendly greeting, a "may I please," or a hearty "thank you." The supervising professor is in the best position to draw attention to the benefits of making social graces habitual.

One very important "THANK YOU" is recommended at the end of the practicum. Past experience attests to the very warm feelings that have been generated when supervisees invited the staff to a "thank you" lunch on the last day of the practicum. The supervisees had been encouraged to complete all their work before the last day so that they would have time to give an aesthetic touch to the lunch, clean up, and take time to walk around the school to say personal good-byes.

All staff in the hosting school deserve a hearty "thank you" for giving the supervisees the opportunities of the practicum.

It is the responsibility of the supervisor to be in the role of facilitator at all times.

E-BAND: DEVELOPING SUPERVISEE SELF-INITIATION

E1 THE NATURE AND DEVELOPMENT OF SELF-INITIATION

E1.1 PURPOSE OF, AND REQUIREMENTS FOR SELF-INITIATION

The purpose of self-initiation is to develop a mind-set and a mode of behaviour that will lead an individual toward self-fulfillment.

The requirement for self-initiation is the willingness of an individual to take responsibility for decisions, actions, and consequences. It also requires that other people will understand the advisability of such procedure and will, in most cases, desist from making decisions for someone else. Instead, they will provide non-judgmental feedback upon request. Upon receipt of the non-judgmental feedback, the individual is in a good position of making an informed decision regarding further action. A prime prerequisite to make the process work is that all parties involved have a positive attitude toward the concept that every individual, ideally, should assume responsibility for self.

E1.2 ATTITUDINAL REQUIREMENTS OF SELF-INITIATION

The basic attitudinal requirement for self-initiation is positive self-assertiveness. Assertiveness is the ability to responsibly direct personal actions and communications. It is free of negatives like stubbornness, obstinacy, or defiance.

However, self-initiation will not thrive in an environment in which people are engaged in power plays. That is, it will work only for those people who manage to achieve power positions. Power positions, in this context, will be lost unless the decisions are made by the person at the top. Therefore, the person at the top assumes the right to make the decision but leaves the responsibility to carry out the decisions to others. If they decide to carry out the decisions, and they do it well, they will keep their jobs. On the surface, this seems like a reasonable arrangement. However, in practice, it is noticeable that the non-decision-makers quickly develop a judgmental attitude toward the person in power. The result is that negative attitudes develop towards the world of work, and performance is based on how much one can get away with.

Because negative attitudes are perceived to interfere with the quality of life, it is recommended that each individual will have a positive attitude toward a process of decision-making that is pro-active. When such attitudes prevail towards self and others, the concept of self-initiation will, in daily practice, produce results beyond expectation.

E1.3 KNOWLEDGE REQUIREMENTS OF SELF-INITIATION

Supervisors will do well to acquaint themselves with the writings of people like Carl Rogers, Ken Wilber, Haim G. Ginott, William Glasser, Eric Berne, Martin Buber, Frederick S. Perls, Victor Frankl, Paul Tournier, Teilhard de Chardin, to name only a few. Probably the most significant information is to be found in the sayings of Jesus Christ.

Supervisors need to understand basic human nature as it relates to the decision-making process and the development of relationships with others.

Most importantly, supervisors need practical knowledge about self-initiation gained through personal experience.

E1.4 PERFORMANCE REQUIREMENTS OF SELF-INITIATION

Supervisors will be most effective when in possession of applied knowledge; a knowledge gained from having incorporated the concept of self-initiation into everyday living.

For that reason, it is wise to appoint people to a supervisory position after they have successfully demonstrated the skills expected of a supervisee.

E2 DEVELOP SUPERVISEE SELF-INITIATION

E2.1 PURPOSES AND PROCEDURES OF DEVELOPING SUPERVISEE SELF-INITIATION

The central purpose of self-initiation is to affirm a process of thinking in which the supervisee makes the decisions and accepts responsibility for the results of those decisions. In doing so, the supervisee is adopting a mind-set that concentrates on personal and professional development. As well, the supervisee is free to change a course of action at any given time. More importantly, the supervisee determines which risks to take, how fast to move forward, and which particular strengths to pursue. Fundamental to the above process is the assumption that all parties in a supervisory role work in harmony with the self-analysis philosophy.

Another purpose, illusive as it may seem, is to identify potential teachers who model the self-initiation process in the classroom. Observations confirm that self-initiating teachers establish classroom atmospheres in which students are encouraged to live by the same philosophy. Once the philosophy has been established in the classroom in a practical way, a number of identifiable results will surface.

For instance:

> The teacher will take time to listen and observe before making a decision. The decision will be made on the basis of analytical versus judgmental thinking.
>
> As a result, the students will not be made to feel guilty. They will be accountable for the inappropriate action but the value of the person will not be called into question. Therefore, there will be no need for defensiveness. Once the process is in place, the students will develop positive self-images. These will stand them in good stead in and out of school.

A third purpose with long-range possibilities is to foster a mind-set in our schools that favours individual initiative and responsibility. It seems imperative that tomorrow's society gets away from the pervasive media mentality which seeks to heap blame on everybody and everything, a mentality that is preoccupied with getting rather than giving.

The procedure for establishing the self-initiative process is difficult to implement because it works against traditional thinking, thinking that relies on a power structure. In this power structure, the person at the TOP make the decisions and everybody down below wins favour or disfavour by the way the decisions have been carried out. This mentality is necessary in extreme circumstances like war, but is not appropriate in a democracy which depends on positive involvement towards the common good. It is definitely questionable in a school environment.

How can a superintendent or a principal legislate non-judgmental thinking, especially since there is a strong possibility that not all administrators and teachers understand the concept? The hope rests in the people who understand and live by the concept. Fortunately, many administrators, teachers, and parents model the concept. The effects of those models lend a strong impetus to a broad application.

E2.2 THE ROLE OF SELF-INITIATION

Self-initiation in the supervisory process establishes the base upon which all parties will interact with each other. Consequently, in many cases, the roles of the supervising teacher, professor, and supervisee will change.

The supervising teacher will not be expected to plan weeks of activities for the supervisee. Nor will the supervising teacher take responsibility for the experiences of the supervisee. The supervising teacher will take on the role of a consultant, a consultant who welcomes the supervisee, is liberal with giving information on request, and is supportive without infringing on the supervisee's self-initiation and self-analysis process.

The role of the supervising professor will change from being an evaluator to being a facilitator. The role of the facilitator will be to ensure that all parties have the same information and understanding about the supervisory process. This necessitates meetings initiated by the facilitator. At these meetings the process will be presented, discussed, and clarified. Once the process has been established and is in progress, the facilitator will periodically check for signs of misunderstanding and will offer clarification as needed.

The supervisee will meet with the supervisor well before the practicum experience to become acquainted, to receive information about the process to be followed, and to be reassured that assistance will be available on request. The role of the supervisee as self-initiator and self-analyzer will be dealt with in detail. By doing so, it will be possible for the supervisee to begin the practicum with understanding, pre-planning, and confidence.

When all parties accept their respective roles, it can be expected that the supervisee will meet the supervising teacher and the students with less anxiety and more confidence. Hence, the supervisee will be more prepared to initiate involvement, beginning with the first day and throughout the practicum experience. When this happens, the supervising teacher is in the enviable position of facilitating the development of a professional.

Once the roles are clearly understood, it will be relatively easy to maintain good working relationships.

E2.3 HELP THE SUPERVISEE TO IDENTIFY REQUESTS

Many supervisees find it extremely difficult to formulate requests during the early part of the practicum experience. They are used to being asked to help and, frequently, are given detailed instructions about how to do a task. Therefore the evaluation will be based on how well the task has been done.

Conversely, the self-initiation process requires that the supervisee identify an activity and enter into it after receiving permission to do so. Since the supervisee has had previous practicum experience, it is reasonable to assume that identification of dozens of teacher activities has taken place, and that some could be entered into even during the first day of the practicum.

It might be helpful to identify a few requests.

> The Grade 1 children are entering the classroom on a rainy morning. The teacher is very busy greeting each one and helping them with their wet garments. The supervisee recognizes quickly that help could be given and that it would be a good way to get to know the children. So the supervisee asks: "May I please help you?" The teacher says: "That would be nice." And so

the process has been entered into. The supervisee feels reassured that it is safe to ask to be involved and the teacher feels reassured that the supervisee will not be a burden.

A Grade 9 class has just received instruction in math. The students do follow-up work and the teacher walks around the room offering individual help. The supervisee sees an opportunity and a need and asks: "Do you mind if I give help to some of the students?" The teacher says: "No, go right ahead." The teacher feels reassured that the supervisee is comfortable with the subject matter and with the students. The supervisee feels reassured because the anxiety about the first involvement has been overcome.

The fact is that supervisees have enough information and experience to be able to identify many of the tasks teachers are expected to do. The practicum offers them the opportunity to develop the skills to do those tasks at a professional level. Therefore, it is to the advantage of everyone when the supervisee identifies the tasks to be entered into. The supervisee's state of readiness will be reflected in the tasks chosen, the manner in which the tasks are carried out, and the degree to which self-analysis takes place.

E2.4 DEALING WITH SUPERVISEE REQUESTS EARLY IN THE PRACTICUM

One of the immediate problems facing the supervisee at the beginning of the practicum is how best to deal with the newness of the situation. Regardless of how prepared one feels, some apprehension regarding the beginning of new relationships is understandable and, probably, even a bit healthy.

It is assumed that the supervisee and the supervising teacher will have met at information meetings before the first day at school. It is hoped that some good feelings will have developed during those meetings. However, a working relationship cannot be expected to develop until the supervisee participates in the classroom.

Because the working relationship is such a significant factor in the professional development of the supervisee, it is imperative that a process of interaction be entered into at the earliest possible time. Since the basic concepts of

self-initiation and self-analysis will have been dealt with prior to the practicum, the supervisee is at liberty to self-initiate immediately. To do so is to open the door to a free-flowing relationship in which an awkwardness with the process can be avoided. For instance, as soon as the supervisee has demonstrated self-initiation, the teacher can relax. Significantly, the teacher will feel free to ask for help occasionally, knowing that it will not confuse the supervisee. By doing so, the cold formality of the process will disappear.

When the supervisee does not make requests early in the practicum, the possibility of anxiety, frustration, and disappointment for all parties becomes real. Once the negative feelings are present, it is difficult to maintain positive relationships.

E2.5 SELF-INITIATION AND SUPERVISEE PERCEPTIONS

The process of self-initiation and self-analysis has been developed because it has the potential for personal and professional growth for all parties participating in the process: the supervisee, the supervising professor, and the supervising teacher. However, the supervisee is most directly affected because the results of the practicum are crucial to the success of the year. Therefore, the supervisee needs frequent opportunities to talk about the comfort level when using the process, particularly as it relates to self-initiation.

The concept of self-initiation in this context is open to misconception and misunderstanding because it is not part of a traditional way of thinking. The thought of modifying or changing roles threatens many participants. When participants agree to enter into the process of self-initiation, they find that new skills need to be learned to assure success. Once the process has been entered into, all parties find that patience and understanding have to be practiced because the positive results will not be apparent until a degree of comfort has been established for everybody. To this end, it is imperative that the supervising professor, in the role of facilitator, remain in close communication with supervisee and the supervising teacher.

Since the supervisee assumes the major responsibility for initiating learning experiences, it is particularly

important that the supervising professor is readily available for consultation. The perceptions and the feelings of the supervisee are of paramount significance to the successful completion of the practicum. Therefore, the supervising professor is well advised to frequently ascertain the degree of fulfillment experienced by the supervisee when using the self-initiation model.

It may be helpful to list a few sensitive areas that need frequent attention.

When a shy supervisee is placed with a supervising teacher who is used to "taking over," it is wise to anticipate the need for early intervention. This can be done by kindly requesting the teacher to wait for the supervisee to make the first request while at the same suggesting an early request to the supervisee.

When a very aggressive supervisee is placed with a shy supervising teacher, it can happen that the teacher will become anxious lest the supervisee will take over the class.

E2.6 TEACHER AND SELF-INITIATION

The supervising teacher has agreed to host a supervisee and to assume the role of a consultant. This is no mean task because the presence of another teacher in the room will necessitate a great many accommodations: the students will have to get used to the supervisee; subject matter may not be learned as thoroughly as desired, and extra time may have to be given for consultation. The list could be extended greatly.

On the benefit side, a good working relationship between the supervisee and the supervising teacher will more than make up for the accommodations. Assisting another person to achieve a goal becomes a reward in itself. Gathering observed data and helping with self-analysis sharpens one's own thinking. Giving information about individual students leads towards more concentrated observation and understanding. The list could go on and on. However, one other benefit is that the supervising teacher may eventually have time to do some things not possible without another teacher in the room.

Because there are so many advantages when there is a good working relationship between all parties, it is of the

utmost importance that this be monitored. The most likely person to do so is the supervising professor whose function it is to make sure that the practicum gives maximum benefit to everybody. Therefore, it is advisable that the supervising professor check frequently with the supervising teacher in regard to progress made, concerns about relationships, and particularly about self-initiation. If the supervising teacher begins to feel uneasy about any of these things and intervention does not occur quickly, the working relationship will suffer.

E2.7 INITIATION AND SUMMATIVE REPORT

The summative report at the end of each semester is important because it reflects on the accomplishments of the supervisee, and how the supervisee is perceived. It is also a statement of evaluation. The report is:

(a) written in rough;

(b) discussed by the supervisee, the supervising teacher, and the supervising professor;

(c) rewritten to incorporate the agreed upon suggestions; and

(d) reread and signed by everybody.

The supervisee actively participates in the preparation of the report. If there is an unresolved difference of opinion, the person is asked to append a statement explaining the difference.

The supervisee will have been informed at the beginning of the semester about the active involvement in the formulation of the summative report. The information will also include a list of the major areas of the report, including a comprehensive statement on the type and degree of self-initiation.

Since the information about the component parts of the summative report is known to the supervisee before the practicum beings, the supervisee will not have to face awkward surprises at the end of semester, especially if the supervisee asks for feedback frequently.

F-BAND: DEVELOPING SUPERVISEE SELF-ANALYSIS

F1 THE NATURE AND DEVELOPMENT OF SELF-ANALYSIS

F1.1 PURPOSE OF, AND REQUIREMENTS FOR SELF-ANALYSIS

The purpose of self-analysis is to develop a realistic appraisal of one's effectiveness at any one given time. Self-analysis assures personal and professional growth.

The requirements for self-analysis are a willingness to initiate, and the ability to analyze the results of the initiation. It requires a decision-making process based on positive motivation and action.

F1.2 ATTITUDINAL REQUIREMENTS OF SELF-ANALYSIS

The most important attitudinal requirement in self-analysis is a willingness to take risks when making proactive decisions. The assumption is that self-analysis is impossible unless the individual makes decisions and accepts responsibility for the results. When this does not happen, the individual will assess others for the purpose of finding faults. This precludes the possibility of any appreciable personal growth.

Another requirement closely linked to the above is the determination to solicit feedback from reliable sources whenever possible. The feedback, when stated in non-judgmental language, is the basis on which a reliable process of self-analysis can be built.

F1.3 KNOWLEDGE REQUIREMENTS OF SELF-ANALYSIS

To be useful, self-analysis must be based on information from as many reliable sources as are available. When this happens, the information will facilitate analysis and pave the way for appropriate decisions.

F1.4 PERFORMANCE REQUIREMENTS OF SELF-ANALYSIS

Careful preparation is necessary if performance is to be analyzed successfully. The preparation requires that the decisions made will lead to the establishment of reasonable objectives. A precise plan of action must be formulated in order to successfully achieve the objectives.

Since it is humanly impossible to establish reasonable objectives at all times, the careful preparation will make it possible to change an objective found inappropriate during the application, and substitute a more appropriate one. Since the decision to change objectives is based on careful preparation, the process of self-analysis will remain in place. In most cases it will result in a more positive self-analysis.

F2 DEVELOP SUPERVISEE SELF-ANALYSIS

F2.1 PURPOSE AND PROCEDURES

The purpose of self-analysis is to develop analytical thinking as a preface to making decisions. The complexity of everyday experiences is such that the people who have developed a self-analysis process have an advantage. Decisions are frequently required in rapid succession and under difficult circumstances. Chaos results quickly when the decisions are not based on reliable, organized information. Therefore, regardless of the profession in question, the person who habitually considers as many pertinent facts as are available, and organizes them into useable parts, will have an advantage when moving towards personal and professional growth.

The educational system of today requires that students with special needs be integrated into the regular classroom. While the concept of integration may be sound, the successful implementation is very difficult at best. The most serious impediment is that the traditionally trained teacher does not have the skills to deal successfully with the new demands. It is most improbably that less will be required of the teacher of tomorrow.

Assuming that the above statements are a reasonable reflection of the educational demands of tomorrow, we have to conclude that the preparation of teachers must focus clearly on the tasks that will have to be performed. This poses a problem because changes in today's society keep on escalating. As a result, no preparatory system can possible anticipate all the needs of the future.

However, there may be a few teacher attributes that are valued at any time and under any conditions. In this context it is appropriate to limit the discussion to one particular attribute--the ability to self-analyze and make decisions based on non-judgmental information. It is an attribute that artists of all ages have had to rely on regardless of whether they are writers, painters, musicians, architects, and so on. The greatest of these artists have been the least dependent on the judgmental feedback from someone else. They have sought the best information available and then restructured it to meet their needs. No masterpiece has been produced merely to please someone else.

Based on the above premise, the position taken here is that self-analysis has in the past been largely taken for granted and has received very little overt attention. That is not to say that successful attempts have not been made. The research of Cogan, Goldhammer, and many others following that line of thinking has demonstrated marvellous results. However, the acceptance of any one of the models has led to limited application. It is quite possible that proper implementation has been seen to be too expensive. Or, the pressure of keeping a large educational system in operation is so great that there is very little time for reflection and re-evaluation. The fact is that unless we prepare teachers who will take initiative, self-analyze, and make informed decisions, our educational system will not meet the needs of the students of today.

The process of self-initiation, self-analysis, and decision making is workable if it is seen as a way of life, a state of being, rather than as a technique that has relevance only to supervision.

The procedure for implementation of the self-analysis concept is prescriptive. Because there exist many different understandings of self-analysis, and because the roles of the supervisee, the supervising teacher, and the supervising professor have been re-defined, it is deemed necessary that the procedure for implementation be set out clearly. The procedure as outlined in the following statements has been tried and attested to by hundreds of supervisees, supervising teachers, and supervising professors.

The Post-Conference:

The post-conference, arranged by the supervisee, is held as soon as possible after the lesson has been taught. The conference gives the supervisee the opportunity to reflect verbally on material that is fresh in the mind. The post-conference is structured as follows:

a) The supervisee states what he/she liked about the lesson and why.

b) The supervisee states what he/she did not like and how to change it.

c) The supervisee asks for feedback based on observed data.

d) The observer presents the data and the supervisee continues with the self-analysis.

e) After the self-analysis is complete, the supervisee asks for comments, suggestions and summation. The summation will include a list of strengths as perceived by the observer and suggest items that need consideration.

f) Based on the information arrived at, the supervisee sets goals for further development.

It is recommended that the above structure not be changed unless there is an unusual circumstance. The predictability of the sequence becomes a re-assurance to the supervisee. This re-assurance frees the supervisee to concentrate totally on the self-analysis without the need to second-guess the observer.

F2.2 HELPING THE SUPERVISEE UNDERSTAND SELF-ANALYSIS

As with self-initiation, the concept, purpose, and procedure of self-analysis must be explained to the supervisee well before the practicum begins. There has to be enough available time to allow for integration and review.

For the integration to take place before the practicum begins, it is recommended that the concept be introduced to the supervisees and the supervising teachers in two separate groups. It is wise to follow-up with a presentation to the combined two groups. The interaction that takes place facilitates group understanding and thereby contributes to less confusion when the concept is discussed informally in smaller groups. Quite simply, the practicum will be more valuable and rewarding when all parties have the same information ahead of time.

It is particularly important that the supervisee have a good grasp of, and feel comfortable with, the purpose and procedure. When this is the case, the supervisee will enter the practicum experience with less anxiety and greater anticipation.

The following statement is from a teacher who reflects on the self-analysis process.

It is extremely important to follow the post-conference structure as it is outlined. At first I found this difficult to do and could not understand why I could not just say what I had to say.... in any order I wanted. However, now looking back after having been through the process, I feel that using the definite structure for the post-conference assured that I would be listened to during the self-analysis and would not have my concentration broken by comments from the observer. Also, I had the advantage of assuring myself that I was developing reliable analytical skills since, invariably, I would be assured that I had covered most of the information gathered by the observer. It created a relationship of trust, professional respect, and goodwill.

Of special significance were the post-conferences at which the supervising teacher, the supervising professor and myself were present. I received double the feedback plus a summation of my general progress up to that point. I never had to guess what my status was or worry about hidden agendas.

F2.3 MODEL SELF-ANALYSIS

One important phase of preparing the supervisee and the supervising teacher is to model the procedure followed in self-analysis. There are different ways of doing this.

One could make good use of a video presentation by observing someone model the process. It would be impersonal and might make for free discussion.

Or, the supervising professor could teach a lesson with all supervisees present and have an experienced supervisor available for gathering observations and for the post-conference.

The same modelling could be done for the supervising teachers. If it is too difficult for them to make the time, the supervising professor will have the opportunity to model the procedure during a post-conference.

Once the supervisees have gained confidence, it is recommended that they invite another supervisee to observe a lesson and a post-conference together with

the supervising professor.

The ultimate goal is that the supervisees will become so comfortable with the application of the concept that they will use the process, formally, with each other.

F2.4 LISTEN TO SELF-ANALYSIS

The task of self-analysis will be rewarding for the supervisee provided that the supervisor will listen. Listening for information, understanding, and with appreciation will have a positive effect on the outcome of self-analysis. As indicated earlier, it will free the supervisee to concentrate totally on the task at hand. It also assures that the supervisor gives full attention to everything the supervisee says and does. This increases the possibility of being able to provide more feedback.

A negative example may help to establish a sharp focus on the above statement. In the example below, the supervisor's comments are stated in capital letters and reflect a real situation.

> I wish to begin the post-conference by talking about the things I liked. YEH, YEH. THAT'S GREAT. I THINK IT IS A FANTASTIC IDEA TO TALK ABOUT THE GOOD THINGS FIRST. Well, I feel good because the students enjoyed it and... YEH, YEH. OH, I AGREE. THEY REALLY DID ENJOY IT. I DID. AND WHEN I ENJOY IT YOU CAN BE SURE THAT THE STUDENTS DID TOO. WAS THERE SOMETHING ELSE YOU FEEL GOOD ABOUT? Well (pause)... OH, I JUST THOUGHT OF ANOTHER THING THAT I THINK YOU SHOULD FEEL GOOD ABOUT.....

Within minutes the process has been subverted by the supervisor. The supervisee recognizes the futility of the exercise and ends up listening to the babblings of the supervisor. Unfortunately, the above example is real and is still regarded as a professional supervisory technique by some supervisors. One imagines with horror the possibility of the supervisee using this model in the classroom.

F2.5 OBSERVED DATA AND SELF-ANALYSIS

After the supervisee has completed the first two stages of self-analysis, the request will be made for observed data. This means that the supervisor is asked to present the data

without explanation unless the supervisee asks for it. Most supervisees will experience excitement while continuing with the self-analysis based on observed data. Some of the frequently heard expressions are: "Did I really say that?" "That was a stupid thing to do. I must make a note not to do that again." "I decided to try that technique. I am relieved to see that it worked better than I thought."

In this process, great value is placed on discovery learning leading directly into making decisions for self.

F2.6 REVIEW STRENGTHS AND CONSIDERATIONS

After feeling satisfied that self-analysis is complete, the supervisee will request feedback on strengths and considerations. In most cases the supervisor's written notes will affirm the self-analysis of the supervisee. Frequently the supervisor will list a strength not mentioned by the supervisee. Seldom will a supervisor find it necessary to disagree with a strength listed by the supervisee. The same applies to considerations for improvement. A few examples of considerations might read as follows:

> You may wish to check the observed data at 2:01. Did the wording in the direction give confidence to the students or did it confuse them?
>
> What effect did the poor sound have on the students?
>
> You may find it useful to check how many times you repeat students' answers.

It is a formidable challenge to the most experienced supervisor to deal redemptively with a supervisee who does not comprehend the teaching/learning act. How does one convey, without implying lack of personal worth, the information that there is not enough evidence to be able to recommend successful completion of the practicum? Is it conceivable that a careful review of the observed data gathered during a semester will be sufficient to bring the supervisee to the decision to withdraw? The results over a period of many years indicate that, given the necessary information, supervisees will make the decision to withdraw. They will also express appreciation for having been given information rather than judgments.

F2.7 ANALYZE DEGREE OF SUPERVISEE SELF-ANALYSIS

The assumption in the argument for self-analysis is that the ability to analyze is a key attribute of the successful teacher. Practically every task a teacher does requires some degree of analysis. It should be noted that in SSISA, preference is given to the word "analysis" rather than the word "assessment." This does not deny the significance of assessment.

Assessment is a concept dealt with extensively and efficiently in the literature whereas the clinical concept of self-analysis has received less attention. This applies particularly to the practicum experience where it has been too easy to value the outward appearance of good management of the classroom without paying more than scant attention to the supervisee's ability to analyze comprehensively what ought to happen, why it should happen, and under the circumstances it can be best expected to happen.

The psychological position taken in SSISA is that teachers need to have a sense of wholeness about themselves before they can be expected to establish a learning environment which will help students to feel whole. But, to translate one's wholeness into the world of the classroom so that it becomes a model for the students to follow, the teacher needs to have a clear identification of the components of wholeness. As well, the teacher needs to know the significance of each component and the conditions under which it can best flourish. To do this the teacher needs a highly developed analytical system which can be used to identify, re-structure available information, and apply this knowledge to the greatest advantage of the student. It does not seem reasonable to suggest that all this is possible for a teacher who does not have an analytical frame of mind.

On the basis of the above reasoning it is recommended that the supervisor pay careful attention to the development of the supervisee's self-analytical process before concentrating too much on the development of skills of teaching. When the process of self-analysis is followed, the supervisee begins with personal application and then translates that value to the advantage of the students. The focus on analyzing students without being able to analyze self creates the danger of depersonalizing the relationship. Therefore, it is strongly recommended that the supervisor pay close attention to the degree to which the supervisee

self-analyzes. In doing so, the supervisor will guide the supervisee, through questions, into greater depths of analysis.

Here are a few examples of questions that could be used.

> You said that you felt good about Jim's response to the story you read. Can you explain just why Jim's response caused you to feel good?
>
> In your analysis you stated that you were pleased with the response from the students. Then, when you studied the observed data you expressed disappointment at the frequent unnecessary interruptions. Would you care to talk about this some more?
>
> You said that Jim's behaviour makes you angry and frustrated. Can you think of reasons why Jim behaves the way he does?
>
> You said that the students were "rangy" right from the start of the class. Would you please look at the first few minutes of the observed data once more. Check the wording of your instructions carefully. Is there anything in the instructions that might have caused them to be "rangy"?
>
> You said that you were disappointed with the response of the students on the left side of the room. Is it possible that they were not able to see the chart?

Questions worded non-judgmentally are bound to help the supervisee develop in-depth self-analysis. The supervisee has the right to expect this kind of help from a supervisor.

The supervisor will, occasionally, have the unpleasant task of giving observed data pertaining to the supervisee's lack of progress with self-analysis and, hence, throw suitability for teaching into question.

F2.8 REVIEW YEAR WITH SUPERVISEE AND EXPLORE EXTRA ACTIVITIES

Many supervisees will have the knowledge and the maturity to go well beyond the minimum requirements. For this reason is it important that an easy flow of communication is in place between the supervisee and the supervisor so that possibilities can be discussed freely. These possibilities

could range all the way from experimenting with the development and implication of an unusual unit of work, to conducting an outdoor education project, to coaching a volleyball team. It could even extend to supervisees supervising each other.

The value of having supervisees assume the role of a supervisor while still in the practicum experience has immediate as well as long range benefits. The immediate benefits are that the supervisee will have the opportunity to look at the process of professional development more globally and understand more fully the dynamics of self-analysis and self-initiation. It is an excellent opportunity to practice non-judgmental listening and language, as well as giving feedback.

The long range benefit is that the concept of asking for feedback will be carried over into the classrooms of tomorrow. Teachers who have experienced the benefits of this process will not find it necessary to wait in fear and trepidation for the principal's evaluation. Instead, they will invite the principal, or a colleague, to come to the classroom for observation and feedback. Provided that the observer uses the non-judgmental process the experience will be of benefit to both parties and, ultimately, to the children.

Since the supervisee is a guest in the school and may not be certain which requests are reasonable or not, it is appropriate for the supervisor to suggest, not mandate, activities that have not yet been engaged in. The supervisor may also find it expedient to ask whether the supervisee has any special requests.

F2.9 SELF-ANALYSIS AND SUMMATIVE REPORT

As with self-initiation, the supervisee will be advised before the practicum begins that the summative report will make a statement about self-analysis. Since most of the formative reports will make reference to self-analysis, the chance of catching a supervisee unaware is minimal. Even so, it is important for the supervisor to draw repeated attention to the format and the function of the summative report. Once the supervisee clearly understands that the summative report is a reflection of the content of the formative reports, there will be less anxiety.

Again, it is most important that the supervisee is an active partner in the preparation of the summative report. It is quite possible that the supervisee will have instances of self-analysis that may have been overlooked by the supervisors. In any event, the supervisee will not feel like a helpless person to whom things are done.

The supervisee may need reassurance that it is acceptable to append a statement in disagreement with the summative report.

G-BAND: EVALUATE SUPERVISEE

G1 THE NATURE OF EVALUATION

G1.1 PURPOSE AND REQUIREMENTS OF EVALUATION

The purpose of an evaluation is to assess a person's degree of competency for any given task.

Evaluation, professionally done, relies on skills of observation, data gathering, data organization, and analysis. As well, it requires that the evaluator have knowledge pertaining to the work to be evaluated and the relational skills to do the task with a minimum of threat to the person being supervised.

G1.2 ATTITUDINAL REQUIREMENTS OF EVALUATION

The evaluative process in the SSISA requires that evaluation begins, as a recognized process, with day one of the practicum experience. It flows naturally out of the process in which the supervisee initiates analysis by discussing things that were good and why, and, things that need changing, and why and how. The observed data of a supervisor will become an integral part of the self-analysis. Also, the supervisor's questions will be a vehicle by means of which the supervisee will be lead into an increasing range or possibilities.

For the process to be successful, it requires that the supervisee and the supervisor take the attitude that growth will be greatest when the supervisee deals with reliable data upon which to self-analyze. Some supervisees will grasp the concept quickly and progress rapidly. For the supervisees who have grown up just doing as they are told, it will be threatening. However, when they do get into it, they attain a confidence in themselves they have never had before. Importantly, as they continue to mature they will tend to depend increasingly more on data and less on judgmental opinions of others. Once the process is firmly established, the supervisor will, in many cases, simply confirm the evaluation of the supervisee and suggest ways of looking at issues in greater depth.

It is obvious that this process will threaten a supervisor who comes with the attitude of a power broker who is accustomed to pronouncing judgments on the work of

supervisees.

Commitment to the concept of professional and personal growth is a basic attitudinal requirement on the part of both the supervisee and the supervisor. When the supervisee takes responsibility, through self-analysis, for such growth, this process will remain with the supervisee when assuming full responsibility as a teacher.

G1.3 KNOWLEDGE REQUIREMENTS OF EVALUATION

Evaluating self or someone else requires, among other things, knowledge of subject matter, curriculum, lesson planning, the ways in which human beings learn, and how stimulus affects behaviour. These points don't even touch on the effects of prejudices, attitudes, and values. Significantly, the list does not include the effect of a supervisor's self-perception on the evaluation of someone else.

The basic premise in SSISA is that the most meaningful evaluation occurs when an individual initiates the evaluation of self and remains the central figure during the whole process. The most significant function of any other party is to provide accurate data, and to stimulate in-depth analysis by means of lead questions.

When this process is followed, the focus of all parties is on basic intent and on the data related to the success of fulfilling that intent. In doing so, objectivity is established and personalities do not become the main issue. As a result, defensive behaviour can be avoided.

When all parties involved in the evaluation work on the basis of the above premises, it can be expected that there will be great similarity in the perceptions of each individual. They will have adopted the attitude that prejudiced opinion is not as reliable as understanding based on information.

G1.4 PERFORMANCE REQUIREMENTS OF EVALUATION

It is understood that a supervisee preparing for any occupation must have information about the skills required and must assume the responsibility to acquire these skills.

It is equally understood that the potential employer is

entitled 'to comprehensive information listing the achievements of the supervisee before any serious consideration for employment will be given.

The position taken in these two statements is seldom in question. What is frequently in question is the reliability of the information received by the potential employer.

The self-initiation, self-analysis process addresses the problem by ascertaining that all parties involved in the supervisory process share the same information throughout the duration of the practicum. As a result, there is ongoing documented information about the degree to which each skill has been developed. Since the supervisee has been the central figure in this process, the interview for a position will not likely produce information in conflict with the written report.
What makes the process particularly valuable is its inherent fairness. The successful supervisee moves ahead confidently without wasting energy trying to second-guess other people. The supervisee who is not as successful has data directly related to the degree of success and is therefore always in the position of deciding to improve or to withdraw. In any case it is not seen, or felt, as something being done by someone to the supervisee. While the supervisee may experience personal disappointment, it certainly does not compare to the feelings of having been failed.

G2 EVALUATE SUPERVISEE

G2.1 PURPOSE AND PROCEDURE OF EVALUATING SUPERVISEE

The purpose of evaluating is to ascertain a supervisee's degree of readiness for a task, a particular assignment, or for certification.

Since the process of self-analysis includes self-evaluation, and since that process has been dealt with in some detail in previous discussions, the steps taken in evaluating a supervisee will be described very briefly.

Non-judgmental data will be gathered while observing a supervisee's activity. A formative report, which includes observed data and summative statements, will be used for the post-conference. After the conference, a copy of the completed report will be given to each of the following: the supervisee, the supervising teacher, and the supervising professor. This procedure will assure that each person involved has the same up-to-date information at all times, including a review of the supervisee's degree of progress.

As a result of the above procedure, the supervisee is in a process that facilitates proactive decision-making.

G2.2 PERSONAL CHARACTERISTICS OF THE SUPERVISEE

The personal characteristics of a supervisee frequently serve as predictors of professional potential.

For example, consider the teacher potential of a supervisee who shows an active interest in everything that goes on in the school, who takes initiative in becoming acquainted with people, who becomes actively involved in activities without waiting to be told, who is always punctual, and who relates easily to people of all ages.

Or, consider the teacher potential of a supervisee who is withdrawn, who does not establish an easy relationship with anybody, who waits to be told before doing anything, who is suspicious of everybody, and who is not punctual.

A supervisor with experience will recognize all of the above characteristics, and many more, early in the relationship with a supervisee. After gathering reliable information indicative of suitability for teaching, the supervisor needs

to find a method of presentation that is factual without depreciating the supervisee as a person.

The challenge will be to present non-judgmental information in a way that will help the supervisee make decisions to change undesirable characteristics, or to decide that teaching is not a good professional choice.

Assessing a person's suitability for teaching on the basis of personal characteristics can be very difficult and frequently has the potential of being unfair. As has been indicated earlier, a quiet, unobtrusive personality may have the potential to reach out to children with particular needs. And, it is not a given that the outgoing, aggressive personality will be the most effective teacher. Therefore, it is recommended that the supervisor pay particular attention to personal prejudices and so prevent their interference with the assessment of the supervisee.

G2.3 CURRICULAR SKILLS/POTENTIAL

Basically, it is easier to assess a supervisee's skills and potential in curriculum matters than it is to assess personal characteristics. The reason is simple. Curricular skills are much more easily disassociated from perceived personal worth. As well, it is quite simple to collect observed data upon which the supervisee can make informed decisions. Be that as it may, no supervisee should be recommended for certification unless they have knowledge or present curricula, have demonstrated competency in applying the concepts, and have shown curiosity in how to influence the development of future curricula.

Future curricula is dependent on progressive thinking. Progressive thinking compels educators to remain informed on matters pertaining to new insights on the nature of learning. The impetus for effective change will come from educators who accept responsibility for themselves. For this reason it is particularly important that careful attention be given to this aspect of development before a supervisee is recommended for certification. After all, these new teachers will eventually determine the future curricula.

G2.4 EXTRACURRICULAR SKILLS/POTENTIAL

There exist vast degrees of differences in the interests and

backgrounds of supervisees. These differences can range from an extreme in single-mindedness regarding intellectual pursuits to a similar single-mindedness in developing physical fitness skills. Extremes like these, and all the variations in between, can make a valuable contribution to the overall development of the students.

School boards have need of the services of teachers with varied experiences, and areas of expertise. Therefore, it is an advantage to everybody when the supervisee takes every opportunity during the practicum to develop and demonstrate as many skills as possible. This applies particularly to areas such as music, art, drama, physical education, and special education. since it is possible that much of this activity happens outside of regular school hours, it is important that the supervisee invite a supervisor to observe such activities so that they can be included in the summative report.

G2.5 SELF-INITIATION/SELF-ANALYSIS SKILLS

Self-initiation and self-analysis are concepts that permeate all facets of this writing. Therefore it is not necessary to deal with them in any detail here. Suffice it to say that specific reference to the success in both areas can have a direct bearing on whether the supervisee will be hired or not.

H-BAND: MAINTAIN THE SALIENCE OF SUPERVISION

H1 THE NATURE OF SURMOUNTING BARRIERS TO SALIENCE

H1.1 PURPOSE AND REQUIREMENTS OF MAINTAINING SALIENCE

It is in the nature of things that systems, of whatever nature, will tend to perpetuate themselves and, in so doing, put up resistance to change. Evidence of resistance to change can be found in politics, religion, social structures, and education. This resistance to change is particularly evident when an attempt is made to change the power structure within a given system. It is understandable that persons get used to functioning within a hierarchical structure, and that, most of the time, the only change sought is to move up to a position of greater power. Unfortunately, the power that people aspire to all too often spends its energy in self-protection rather than in working towards the greater good.

The purpose of SSISA is to de-emphasize the power aspect of relationships and replace it with an emphasis on personal responsibility. By doing so, threats, perceived or real, will be replaced by information, discussion, and personal decisions.

To achieve the stated purpose will require a change in the traditional approach to supervision of supervisees in the practicum experience, of teachers being evaluated by principals, and of principals being evaluated by superintendents. The traditional approach, in this context, is seen to rely on the value assessment of a "superior" on the work of an "inferior." Once the value assessment has been presented, the teacher receiving it is held responsible to do something about it.

There is a rightness with the above procedure when both parties have a clear understanding of each other's points of view. Unfortunately, that understanding is not always there. The result is that the teacher contends with feelings of inadequacy, frustration, and fear. A standard response from a teacher is: "If the principal would only tell me exactly what to do and how to do it." The focus is on pleasing the principal so as to keep a position. Obviously, there is a void in the area of why a change is needed.

Self-initiation/self-analysis places the responsibility directly on the person being supervised. But, it does so by setting in motion a process that is clearly understood by all parties involved. The salient point is that the supervisee is given the privilege of trying things and getting immediate observed data on what has transpired. The judgment component rests with the supervisee and is based on non-judgmental data. Thus the focus remains on how best to improve. The supervisor is there as a source of help.
The acceptance of the concept from the philosophical, psychological, and educational points of view is basic to the success of the process. Once that has happened, the major challenge is to develop a non-judgemental way of thinking and speaking.

H1.2 ATTITUDINAL REQUIREMENTS OF MAINTAINING SALIENCE

The basic attitudinal requirement is the belief that most people will perform better when they are given the freedom to make decisions and have the responsibility for the results of those decisions. Also, one needs the attitude that most things labelled as mistakes are not really mistakes. They are simply things that did not work the way they were expected to. This logically leads to the question of why they did not work and what to do about it. It remains a quest for the best possible solution. Is that not the essence of learning?

H1.3 KNOWLEDGE REQUIREMENTS OF MAINTAINING SALIENCE

For the successful implementation of the process of self-initiation/self-analysis, one needs to have a precise understanding of the basic premise upon which the concept has been developed. This requires extensive knowledge of the related writings of recognized authorities in the various disciplines. Also, it requires that the knowledge acquired will shape the concepts and influence the resulting application.

H1.4 PERFORMANCE REQUIREMENTS OF MAINTAINING SALIENCE

No amount of writing, philosophizing, or arguing will ever be as convincing as successful modelling. The proper application of the concepts will convince the supervisees, and the supervisors. People observing the process as it is being applied will sense the positive life-force and will be drawn to it.

Taking responsibility for one's decision and actions will frighten people trained to obey unquestioningly. After all, they have found acceptance through pleasing someone else. The risk of losing approval by seeking fulfillment through exploration will seem great. Conversely, a person fearing the loss of power over someone will also feel threatened.

There is no global, simple way in which individuals will feel safe to make decisions for themselves. What seems probable is that an accepting environment will remove much of the fear of rejection. The feeling of acceptance will develop in a setting in which "others" model respect, caring, listening, and taking responsibility for self. The ideal relationship finds its strength in a setting freeing the self and the other to be what they were meant to be.

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APPENDIX A

APPENDIX A: SELF-INITIATION AND SELF-ANALYSIS ATTITUDINAL DATA 1984 - 1987

The following data represents the responses of 497 student teachers and co-operating teachers to research statements in the spring of 1984, 1985, 1986 and 1987.

Attitudinal responses in research are a departure from what is generally accepted as useful. However, in introducing the concept of self-initiation and self-analysis, major consideration had to be given to the attitudes of the people using the process before proceeding with further research. If the attitudes of the participants had been negative, this process could not have worked effectively.

The four sets of data from 1984-1987 have been combined to simplify reading. The Redekopp data is being presented separately so that the reader will recognize that longer use of the process generates a slightly different response to that of supervisors trained by Redekopp who are using the process for the first or second time. Also, the responses of student teachers and co-operating teachers supervised by Redekopp are presented separately so that the reader can see that there is very little difference between the two groups. It should be noted that only those responses that apply directly to this writing have been selected from the larger research. This will save the reader from having to wade through material not relevant here.

Qualitative research was completed in the fall of 1986 by Gerhard Ameis in partial fulfilment of a Master of Education degree at the University of Manitoba. Ameis, an experienced teacher, was supervised by former dean Dr. Eric MacPherson, the associate dean Dr. Joanne Keselman and the director of student teaching Dr. Murray McPherson. The conclusions of the study are presented in Appendix B.

DATA SUMMARY

KEY

Row 1 gives the responses of 17 secondary student teachers with majors in music (1983-1984) plus 20 student teachers in elementary education (10 in 1984-1985, and 10 in 1985-1986). (100% returns). Supervisor: J. P. Redekopp.

Row 2 gives the responses of 26 co-operating teachers (music specialists, 1983-1984) and 32 co-operating teachers in the Shamrock elementary school (Winnipeg) (1984-1986). (100% returns). Supervisor: J. P. Redekopp.

Row 3 gives the responses of co-operating teachers and student teachers supervised by faculty advisors in 1985-1986 and 1986-1987. The faculty advisors were trained by Redekopp to use the self-initiation and self-analysis process. (about 70% returns).

SCALE

0	1	2	3	4	5	6
no response	strongly disagree		agree		strongly agree	total

1. (a) Workshops (meetings) dealingwith the process of supervision are more effective when attended jointly by the co-operating teacher and the student teacher.

Row 1					6	31	37
Row 2				5	15	38	58
Row 3	10	4	3	81	77	227	402

(b) The first workshop (meeting) should be held before student teaching begins.

Row 1			2	2	4	29	37
Row 2			2	2	9	45	58
Row 3	2	5	6	50	52	287	402

2. The faculty advisor will:

(a) collaborate with the principal or designate in the placing of student teachers

Row 1		2		4	8	23	37
Row 2				9	15	34	58
Row 3	6	8	16	112	103	157	402

(b) remain in discussion with principals, co-operating teachers & student teachers

Row 1			1	7	29	37
Row 2			9	15	34	58
Row 3	3	3	53	69	274	402

(c) check with each student teacher to ascertain appropriate work load

Row 1		1		2	8	26	37
Row 2			1	5	15	37	58
Row 3	2	5	9	70	94	222	402

(d) observe as many lessons as possible and provide verbal and written feedback with each observed lesson

Row 1			2	2	33	37
Row 2		3	3	12	40	58
Row 3	3	8	44	83	264	402

(e) provide workshops on supervision

Row 1			7	7	23	37
Row 2		2	16	15	24	58
Row 3	15 8	38	152	87	102	402

(f) provide workshops on summative reporting

Row 1			1	3	15	20
Row 2		1	5	7	19	32
Row 3	9 6	32	126	98	131	402

(g) assure that summative reports are written in consultation with the co-operating teacher(s) and student teacher

Row 1		1	1	6	26	37
Row 2	2	2	8	14	32	58
Row 3	4	4	12	60	101	221	402

3. Student teachers will exercise initiative in the schools in which they are student teaching to:

(a) develop a satisfactory workload during the student teaching period

Row 1	1	2	3	3	28	37
Row 2	12	3	7	7	29	58
Row 3	6	7	13	63	83	230	402

(b) provide a lesson plan for all lessons to be analyzed

Row 1		1	2	8	26	37
Row 2		2	7	17	32	58
Row 3	5	11	34	90	87	175	402

(c) solicit verbal and written feedback from

i) faculty advisor

Row 1				2	18	20
Row 2			5	6	21	32
Row 3	1	2	7	58	98	236	402

ii) co-operating teachers

Row 1			1	8	28	37
Row 2			9	10	39	58
Row 3	1	4	7	50	80	260	402

iii) other invited guests

Row 1	3	4	13	20
Row 2	9	10	13	32

(d) participate in extra curricular activities wherever possible

Row 1		1	2	3	14	20
Row 2			6	2	17	32
Row 3	1	15	102	103	181	402

(e) develop professional relationships with staff and students in the school

Row 1			1	1	34	37
Row 2			4	13	41	58
Row 3	1	3	61	86	151	402

4. To help student teachers become self-analytical the following process is recommended for the post-conference whenever possible.

(a) The student teacher will talk about the things he/she liked about the lesson

Row 1		1	6	6	23	37
Row 2	1	1	6	15	35	58
Row 3	2 3	7	74	99	217	402

(b) Then the student teacher will talk about the things he/she did not like and the changes to be made for next time

Row 1		1	5	5	25	37
Row 2	1	2	5	16	34	58
Row 3	1 2	8	72	97	222	403

(c) The student teacher will then ask for, and receive, observed data

Row 1	2	1	4	3	26	37
Row 2	1		6	18	33	58
Row 3	2 7	12	60	97	224	402

(d) The student teacher will have the opportunity to complete self-analysis before the observer will respond with value (good or bad) statements

Row 1		3	6	3	24	37
Row 2	1		10	13	34	58
Row 3	5 2	16	82	97	200	403

5. The co-operating teachers will:

(a) welcome student teachers

Row 1			1	3	33	37
Row 2			6	6	46	58
Row 3	2	3	41	41	315	402

(b) give written and verbal feedback when requested

Row 1			2	5	30	37
Row 2			5	5	48	58
Row 3	4 6	5	38	66	283	402

(c) give the student teacher the opportunity to teach

Row 1			2	2	33	37
Row 2			5	5	48	58
Row 3	3 1	3	21	30	344	402

(d) remain in discussion with the faculty advisor

Row 1		1	7	29	37
Row 2		7	8	43	58
Row 3	3	49	75	275	402

(e) write the summative report in collaboration with the faculty advisor and the student teacher

Row 1	3	1	3	6	24	37
Row 2	3	2	4	10	40	58
Row 3	4 9	14	43	70	262	402

RECOMMENDATIONS AND SAMPLE COMMENTS

ST = Student Teacher
CT = Co-operating Teacher

1. **Workshops dealing with the process of supervision are more effective when attended jointly by the co-operating teacher and student teacher.**

ST: Both the co-operating teacher and the student teacher need to be well informed about what is expected of them, which should hence decrease the probability of communication problems between them.

ST: It's great meeting your co-operating teacher without the immediate responsibilities of the classroom to interfere with getting to know one another. I believe this is a very important step toward proper communication for all of the participants involved.

ST: Both parties have questions and concerns. If these workshops are jointly attended, these questions can be answered to the satisfaction of both CT and ST. There is always the very real chance of misunderstanding. Joint participation is the first step in minimizing the chance of this happening.

ST: A very good idea, for the student teacher has a chance to get to know the co-operating teacher and the class by asking questions before going into classroom.

ST: In workshop 1, my co-operative teacher was present and I felt confident when approaching the classroom. In 2nd term, my co-operative teacher was not present and it was uncomfortable.

ST: My co-operating teacher in first term could not come and I felt that the process suffered because of this.

ST: These workshops began the student-teacher-school relationship in a very positive and defined way. Both parties knew what was expected of them and had the opportunity to question the process. It was an informal chance to have dinner and talk to our co-operating teacher. I had a very positive feeling about my placement and program after this workshop.

CT: All of the items on the agenda are very important to the process. It is especially helpful to have these guidelines to follow for those of us co-operating teachers who have not been involved in this program previously.

CT: If both are in attendance, each is aware of the other's responsibilities. Questions and clarifications can be made at the time so everyone is one the same wavelength.

CT: Commitment and preparation are obviously extremely important.

2. **The first workshop should be held before student teaching begins.**

ST: Because if the co-operating teacher and student teacher are given the chance to become familiar with each other outside of the classroom, they will probably feel more at ease with each other and will get to know each other.

ST: I feel that this first meeting should deal mostly with the organization of the process. It is most important that all parties concerned understand (1) the process used, (2) how and why lesson planning is important to the process, and (3) how formative reports should be written. The process of supervision and communication skills can be looked at in depth at a later date.

ST: This first workshop enables the CT and ST to meet each other in a more social setting than if they met in the classroom.

ST: The meeting should take place way before teaching begins, so that the student teacher may review textbooks used and material to cover.

ST: I feel all issues which may cause discrepancy should be discussed before student teachers enter the school.

ST: It is important to be aware of expectations and procedures initially to avoid confusion. I don't feel you can be too prepared when you enter a new situation.

ST: Meeting my co-operating teachers and knowing my grade level two weeks before starting took away much apprehension. I was able to visit the school and my teacher to get materials and become oriented. In second term I was able to spend several extra days in my class and was able to begin teaching immediately on entering in the second week of February.

CT: This helps the teachers and student teachers to become comfortable with each other. It also helps the student teachers in that they know a number of faces when they come to the school, thus easing them in more gently.

CT: Both teachers and student teachers need more notice of planned meetings.

3. **General comments regarding self-initiation.**

ST: Soliciting feedback from several sources is extremely important as different people will see different things. Also, I like the idea of the student teacher developing their own workload as it gives you a chance to work at your own individual pace.

ST: The much greater emphasis on responsibility on the part of the student teacher is much more realistic. The more the student teacher and others observe and comment, the better for the student teacher in reaching towards that goal of becoming a "better" teacher.

ST: I felt that it is terrific to have as many people as possible to observe lessons because it gives me such a variety of feedback to use in the future. I only wish that I would have invited more people in to see me.

ST: If the student teacher truly wishes to develop as a professional teacher, he/she must take the responsibility. Can anyone truly develop as a professional if they need another person to direct them and to take the initiative that should be the student teacher's personal responsibility?

CT: I had to push for full workload. I received no lesson plans. I was asked for little feedback. My observations were read and little went past that point.

CT: In cases where self-initiative is not forthcoming from student teachers, what does the co-operating teacher do? How long does one wait for the student teacher to show initiative?

CT: I don't believe all feedback needs to be solicited by the student teachers. Lots of this simply occurs naturally. If feedback is <u>not</u> forthcoming, or if the student teacher desires a specific reaction, then the feedback should be solicited.

CT: The program appears to be complete. There are only positive offshoots of this type of system. People cannot grow if they are not able to recognize, verbalize and then receive feedback on their behaviours. With this analysis will come the development of alternate strategies for teaching and effective dealing with people.

ST: After much thought, I can honestly say that I have no suggestions to improve this process. It seemed, to me, to be well thought out. Each element played a logical role in the overall program. I strongly suggest this process as one which is challenging and very rewarding.

I cannot stress too strongly my belief that it is the faculty advisor who plays a major role in the smooth operation of this program. He/she must be at once supportive yet objective, well organized yet flexible enough to give each student teacher the time they need, strong enough and honest enough to support their opinions, tactful and trustworthy. The faculty advisor should take this responsibility seriously and should have the time and energy that this program requires.

CT: Initiative has always been a big factor in the student teacher's effectiveness, but by creating a special mystic around the term "self-initiation," the faculty is also creating a rather artificial situation. Initiative must come from all concerned parties and there are times when certainly the more experienced classroom teacher should take initiative regarding the student teaching function. I agree that co-operating teachers may at times do too much directing, give too much feedback too soon.

4. **General comments regarding self-analysis.**

ST: In later years the only regular analysis of teaching will be done by the individual who is teaching. If this self-analysis procedure can be learned and used now, regularly and automatically, it will be used later to that individual's benefit.

ST: I think that this process is what really made me grow in my teaching skills this year.

ST: This process was very helpful in that it gave me a lot of practice in self-evaluation. I feel it is also good that the student teacher has a chance to let the evaluator know what he/she things is good/bad about the lesson as it gives the evaluator an indication of the student teacher's developing awareness of problems in a lesson.

ST: Becoming more self-analytical was, in my mind, the best aspect of this program.

ST: The process works well! I found that flaws in technique, lesson planning, etc., could be visualized more easily when the process was followed. The process also allows for you to develop self-analysis skills for use in future years.

CT: This process is beneficial for the student teacher. The student teacher can analyze his or her own lesson, find his or her own strengths and things that did not work so well. Then the student teacher can suggest how to change the lesson the next time.

CT: This is a truly fantastic concept. Every principal, vice-principal and superintendent making an evaluation on a teacher's performance should have to take the time to use (d) before a final report is made.

CT: This method allows for more honest self-evaluation on student teacher's part. As well, if advisor or co-operating teacher spoke first, student teacher might react defensively.

ST: Self-initiative and self-analysis are the keys to the whole program. There should be a workshop for student teachers to thoroughly explain the process and the philosophy behind it.

ST: I wasn't sure of the value of this process as I began

student teaching. As time went on, though, I found it to be an excellent system and I would recommend it strongly. I feel confident now that as a teacher, I will be able to evaluate my own lessons well in order to continue improving them.

5. **Comments, suggestions, evaluations.**

ST: I think this program is terrific. In fact, I say that because I can now say that I feel like a professional. Upon entering this year, I was not an initiator. I would simply do what I had to do and refused to try new and unfamiliar challenges. Through the process of self-analysis, along with feedback, I gained much confidence. I had realized that my analysis was accurate with the observers' and that these people were not trying to discourage me with feedback but were giving honest feedback to encourage me to use suggestions and feedback given to improve my teacher skills. I could not imagine any other type of evaluation process because I know that my social skills and teaching skills have improved probably 150% this year.

ST: I really think that it is important for all the teachers (not only those taking students) in a school to want us there. There seemed to be a few teachers who resented having us in the school and this made us feel just about curb-high. We should not have to "humble" ourselves to them; we, too, are human beings!

CT: I like the idea of the meetings, before and during the student teaching period, to be attended by all concerned. I think the ground rules, the general expectations, should be stated and discussed by all.

CT: The teacher training has made great strides over the past years. Student teachers are more knowledgeable, better prepared, flexible and more assertive.

CT: I felt that the method or process used this year was superior to any past experiences because:

(a) student teacher was more responsible;
(b) student teacher had a chance to develop at his/her own speed;
(c) student teacher developed own sense of style, instead of being told what to do, etc.;
(d) expectations/guidelines were laid out from the beginning (i.e., no surprises!);
(e) workshops were held for both terms on the process and summative reports.

A general comment: I have found, through observation and talking with colleagues, that this particular group of STs was very hard-working, creative and dedicated. Many thanks also for the support given to us by the faculty advisor.

CT: I feel that the student teachers are very lucky to be involved in such a fantastic program. This program far surpasses the program that the majority of teachers went through. This program provides the student teacher with the tools he/she can use for the rest of his/her teaching career. Instead of being afraid of evaluation, they will welcome it and open their classroom doors for observation -- something the majority of teachers in the schools are not able to do. Process of self-analysis takes the student teacher to higher degree of competency must faster than other programs. Faculty advisor of such a high calibre led to a fantastic program.

APPENDIX B

APPENDIX B

In his research (**A Goal-Free Evaluation of Four Elementary Practicum Programs**), Gerhard A. Ameis arrived at conclusions quoted here in summary form.

> The Redekopp practicum may be better than the other approaches evaluated at preparing pre-service teachers for teaching. The indication is that this practicum had a somewhat more positive influence on those aspects related to:
>
> (a) creating an environment that facilitated learning,
> (b) fostering positive attitudes in teachers, and
> (c) improving lesson presentation.
>
> Based on the composite of the above conclusions, it is recommended that future practica would benefit from incorporating the following features:
>
> (a) self-initiated planning of experiences,
> (b) self-evaluation of progress,
> (c) extensive contact with schools early in the school year,
> (d) immersion in the various aspects of schooling.
>
> The indications are that these features are important to the task of developing effective teachers.